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ABSTRACT

Ideas are presented on current practices in the continuing education of library personnel in the midwestern United States, with some emphasis on the role of state libraries and library associations. Allan B. Knox, Director of the Office of Continuing Education and Public Services, University of Illinois at Urbana-Champaign, contributes the lead article on the philosophical and theoretical aspects of continuing education for librarianship. Allie Beth Martin, Director, Tulsa-City-County Library System, contributes a model for a coordinated program for all library personnel and involving all relevant agencies and organizations. One other area that has great potential is the new thrust toward individualized instruction. The article on Lincoln Open University discusses the program in Illinois. Other articles focus on current activities in five midwestern states--Illinois, Missouri, Ohio, Michigan, and Wisconsin. The final article is a selected annotated bibliography on continuing education 1965 to date, citing books, periodicals, and ERIC documents. (Author/SL)

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preface

The impetus for this issue of *Illinois Libraries* grew out of the activities of the Ad Hoc Committee for Continuing Education of the Midwest State Library Agencies. This committee is composed of representatives from each state library agency in the midwest — Indiana, Illinois, Iowa, Michigan, Missouri, Minnesota, Ohio, and Wisconsin.

Most of the library literature on continuing education for the profession is theoretical and philosophical in nature. This is in actuality a major accomplishment in library literature. On most topics of concern to librarianship, the "how we do it good" is in predominance. However, when some agency or association begins to plan activities after having accepted the philosophical and theoretical framework, it helps to know of the specific activities of others. There is too much "re-inventing of the wheel" in current activities and very little sharing of ideas, practices, and materials. Thus, the major thrust of this issue is on actual activities.

Allan B. Knox, Director of the Office of Continuing Education and Public Services, University of Illinois at Urbana-Champaign, contributes the lead article on the philosophical and theoretical aspects of continuing education for librarianship.

Allie Beth Martin, Director, Tulsa-City-County Library System contributes a model for a coordinated program for all library personnel and involving all relevant agencies and organizations. Mrs. Martin is on the advisory committee which worked with the national study, to be released shortly, commissioned by the National Commission for Library and Information Science. The particular model she presents is taken from a study she and Mary Ann Duggan did last year for the Southwestern Library Association.

One other area that has great potential is the new thrust toward individualized instruction. The article on Lincoln Open University discusses the program in Illinois. It is hoped that continuing educational opportunities through the open university concept will be available to librarians and trustees as well as other citizens.

Other articles focus current activities in five midwestern states — Illinois, Missouri, Michigan, Ohio, and Wisconsin. Similar activities could have been reported from the other states in the region but production schedules, illness of the issue editor and the normal state library pressures of deadlines prevented some states from contributing articles.

The bibliography is an updated version of one prepared in 1972 for the Continuing Education Committee of the Illinois Library Association. Both the original bibliography and the revision were done by staff of the Library Research Center of the Graduate Library School at the University of Illinois.

It is hoped that this issue will serve as a constructive force in the midwest to bring about a totally coordinated program of continuing education sufficient to meet the needs of library personnel in the geographic region.

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continuing education for library practitioners

alan b. knox
director, office of continuing education and public service
university of Illinois

Library practitioners, along with most other professional groups in this country, have repeatedly made public statements about the importance of continuing education. Historically, life-long learning has been part of the definition of professional occupations and the accelerating rate of social change makes it even more crucial today. This applies to all library practitioners — directors, librarians in many specialties, and aides. There is increasing attention to continuing education for librarianship conducted by libraries, associations, and institutions of higher education. Those who plan programs of continuing education for librarianship can learn much from the experience of other fields, such as teaching, social work, law, nursing, and administration.

Continuing education in various fields contains many similarities. Every professional field depends upon a body of complex knowledge. The rudiments of this knowledge are typically acquired through formal education including university study. The professional worker is perceived as benefiting a substantial number of people in major ways. The work of professionals is supported by persons in a variety of related professional, paraprofessional, and subprofessional roles who receive substantive and administrative leadership from the professional. There are other similarities among programs of continuing education in various professional fields. Of course the specialized professional knowledge that is transmitted is not one of these similarities. It is this professional knowledge that helps to differentiate one profession from another. Two additional points of similarity are the liberal education component in programs of continuing professional education and the program development process by which they are planned.

Effective librarianship requires a breadth of view and a dept of insight that can be increased by liberal education. The objectives of liberal education typically include a holistic view of man as man instead of soleiy as money-maker, breadth instead of excessive specialization, facility in dealing with value judgements, and skill in learning and communication. Educational activities that achieve these objectives are central in both the development and the maintenance of professional competence and should be included in continuing education for librarianship.

The process by which particularly effective and innovative programs of continuing education are developed, is basically the same across various occupational fields. Continuing education for library practitioners shares with continuing education in other professional fields, the following characteristics: (1) the centrality of a high level of knowledge and competence in maintaining and enhancing one's position in the field; (2) the complexity of professional knowledge; (3) the high level of verbal facility of most people with a college education; (4) the demand by participants in continuing professional education programs for excellence in the content, personnel, and methods that are incorporated in the program; (5) competing demands on the time of persons in professional fields; and (6) the ability of participants and their association, company, or institution to pay for the costs of highly effective educational programs.

Librarianship has some distinctive characteristics that differentiate it from other fields, for purposes of continuing education program development. The unique characteristics of each professional field are reflected in the type of continuing education that is developed — the subject matter that is studied, the type of program that occurs, the types of people who plan and conduct continuing education programs, and the arrangements that are made to provide the programs. Some fields, such as medicine, architecture, and pharmacy, are greatly influenced by scientific and technological developments. Helping professions, such as education, social work, and counseling, must react to the changing expectations of clients. Some professions, such as certain engineering specialties, are greatly affected by governmental policy decisions (e.g., the building of interstate highways through urban areas, shifts in national aerospace priorities). An analysis of continuing professional education should consider these differences

as well as the similarities. Librarianship is affected by changing client expectations (especially related to center city locations), by technology (especially data retrieval), and by governmental policies (especially competition with other services for budget allocations). A consideration of these differences as well as similarities can contribute to more effective planning of programs of continuing education for librarianship.

Program development is also affected by the responsiveness of potential participants. Recognition of need for continuing professional education is partly a function of awareness of opportunities for it. When there are no available continuing education programs concerning an area of practice, many professionals will feel complacent about their competence in that area. However, when they learn that relevant programs are offered, the programs help to define a desirable standard of performance against which to evaluate professional competence. Frequently this results in the replacement of complacency with recognition of need for continuing education.

The purpose of this statement is to explore the scope of continuing professional education, the process by which it is planned and conducted, the settings in which it occurs, the various groups that contribute to programs, and the types of leadership that are needed by all three types of sponsors — the libraries themselves, professional associations, and institutions of higher education.

Scope of Continuing Professional Education

Continuing education for librarianship takes many forms. Library practitioners tend to be unfamiliar with the range of continuing education activities that are available to them. Most library personnel are aware of the in-service education programs sponsored by their own library. Programs sponsored by library systems, the state library, and other parts of the school, college, or organization may be less familiar. Continuing education programs sponsored by associations and especially institutions of higher education tend to be even less familiar to many library practitioners. In addition to these continuing education activities directly related to librarianship, there are many continuing education courses and workshops in the regions of every state that constitute a rich opportunity system for liberal education for adults.

For those who plan continuing education in any professional field, it is helpful to know about approaches in other fields. The following examples indicate the scope of existing activity outside the library field.

An elementary school teacher meets one afternoon a week for eight months, with ten other teachers and a school librarian. As members of a curriculum study team, they review a subject matter area, evaluate materials and student performance, and consider their own instructional approaches. A tangible outcome may be a curriculum guide and some book selections. The more important outcome is their increased competence reflected in greater instructional effectiveness. The teachers do much of their work on school time; they receive some encouragement and assistance from a supervisor or curriculum specialist in the school system and some materials and consultation from a professor at a nearby university.

An attorney spends one evening a week and occasional free time pursuing a home study course on recent developments in state tax law. The course is short, practical, and up-to-date. It includes copies of forms and guides along with background information on the legal developments. The course was prepared by the continuing legal education unit of the state bar association, with the cooperation of the law school and the continuing education division at the state university.

The dean of a community college devotes a long weekend to a residential seminar for college administrators in his state. The university-sponsored seminar is based on a computer simulation in which the participants can make as many major decisions about resource allocation and improvement of instruction in five hours as they normally would make in five years, and then receive feedback about the results of their decisions. In the seminar sessions the participants discuss the various strategies used and the results obtained.

A physician with a rural practice many miles from any major medical center takes a case of electronic equipment to the house of a patient who is seriously ill. After a preliminary examination of the patient, the physician telephones a medical center. The phone is placed into an electronic device, and information about the patient's condition is transmitted over the telephone line for analysis by a computer at the medical center. A professor then reports via telephone the results of the computer analysis, along with his own conclusions. The immediate result is the expert consultation that assists the local physician in diagnosis and remediation. Long-term benefit occurs as the professor provides related information that enables the local physician to become a more competent diagnostician.

An unemployed, middle-aged engineer whose specialization is in over-supply, participates full-time for eight months in an intensive educational program designed to enable him to develop another specialty. The program, including some career counseling and financial support, is supported by employers, engineering societies, and universities.

The foregoing provides the basis for a definition of continuing professional education. *It is the occupationally related continuing education of adults employed in occupations usually classified as professional or in occupations advanced in the process of becoming professionalized.* This professionalization process affects most library personnel — directors, librarians, aides, and related personnel.

Typically, entry to these occupations occurs after at least four years of college and usually a specialized program of graduate study. Professional occupations involve both action and knowledge. The action may be teaching college students, ministering to a congregation, giving legal advice, administering a library, or helping patients to get well. Continuing professional education focuses on helping persons increase their competence in performing these acts. As a result, continuing professional education is often closely connected with professional practice. Professionals need to extend and change the knowledge acquired preparatory to entering their professions. In most professions, far more is learned after assuming the occupation than was learned before. Some of this post-entry learning is incidental; a major part, however, is systematic and deliberate. The range of continuing education objectives held by professionals, and their restrictions due to professional responsibilities, demand varied and flexible ways to increase competence. In some instances this may require consultation with a specialist for less than an hour. In other instances it may mean intensive study for several months.

Continuing professional education is planned and conducted by various sponsors, primarily universities, professional associations, and employers. A given program may be successfully conducted by any one or a combination of sponsors. One result of this is a great diversity of programs that are relevant to any one person. Especially for library practitioners, the library itself constitutes a major resource for continuing education. Many people concerned with continuing education have urged that offerings be systematized. It is likely, however, that the basic coherence will be achieved by the individual professional as he is self-directed in developing his own plan of continuing education. To this end, some agency should arrange for informal and convenient access to many of the programs of continuing professional education regardless of sponsor. In some parts of the country, libraries and community colleges have performed this educational counseling and referral function. Some land grant universities, such as the University of Illinois, can also effectively facilitate greater access, especially if computerized retrieval of information about statewide opportunities for continuing education is entailed.

Planning and Conducting Continuing Education

The process of planning and conducting effective programs of continuing education is typically referred to as program development. This process if basically the same for all fields. Effective programs of continuing education typically include attention to six elements — context, needs, objectives, activities, evalution, and benefits.

(1) *Context.* A preliminary analysis of the situation can contribute much to subsequent planning. The context within which a program of continuing education is planned includes the nature of the sponsoring organization, the sources of encouragement and discouragement to participate, and the past experience with similar programs. The high education level of professional workers should enable them to take an even more active part in the selection and organization of learning activities than is the case for most of adult education. Greater self-direction in continuing education is predicated upon thoughtful professional action. The professional who analyzes the importance of his actions and the bases for his effectiveness is better able to recognize the relevance of continuing education activities. Such analysis is greatly aided by procedures for performance review. With the resulting understanding of this performance, the professional worker can better identify and use relevant knowledge resources. To plan well he must know about the existing opportunities, including technical reports, books, films, study guides, arrangements for consultation, courses, workshops, and demonstration projects that can be observed. Those who help plan programs of continuing education for librarianship, even for themselves, should review those aspects of their setting that are most germane to increased competence of library practitioners.

(2) *Needs.* Needs of professional for continuing

education are usefully appraised by describing the gaps between four categories of information. The *present* competencies of potential participants in continuing education can be described by *themselves* and by *others*. If, for example, the potential participants are librarians, the others might be patrons, the director, and professors of library science. The *desired* competencies can also be described by potential *participants* and by *others*, the resulting comparisons can identify the aspect of the professional's role for which the gap is largest and most important. Where a large disparity is perceived by others but not by the professionals themselves, the continuing education program might focus on an analysis of the discrepancy of views.

(3) *Objectives.* Many more continuing education objectives are typically identified than can practically be pursued. The results of need appraisal, even if they are only estimates by informed observers, should be a major basis for assigning high priority to some objectives. People such as subject matter specialists and representatives of sponsors can also help to set priorities. However, the professional himself should lead in setting objectives. Ways of doing this vary from profession to profession and even between specialties within a professional field. For instance, in some specialties, physicians practice in isolation from their peers and so tend to lack a reference group for comparison of their own practices against professional norms. In recent years, efforts have been made to clarify standards of excellence by use of a college of peers whose outstanding peformance sets standards. A practitioner can then compare his own competence and performance against these standards to identify the needs to be met by continuing education. In some areas, for example, a sufficient range of continuing legal education programs exists so that lawyers can choose to participate in those they consider to be of highest priority. Program priorities are thus greatly influenced by the market place. Another approach is illustrated by a representative committee of librarians which works with the state library, associations, and universities to review and revise priorities for continuing education. Library systems hold great potential regarding the assistance they can provide with the appraisal of educational needs of library practitioners in the region. In general, professionals should participate in the process of identifying needs, setting priorities for programs to be developed, and choosing programs in which they will participate.

(4) *Activities.* The intent of most continuing professional education programs is the improvement of professional practice. Few program planners are satisfied with just providing background information. Most are interested in linkage between knowledge and action. A continuing professional education program is more likely to have an impact on the field if the program includes an opportunity for the participants to practice desired behaviors. For instance, engineers are *more* likely to use a new piece of testing equipment if they have a chance to use it for a trial period than if they only read description of it. Social workers are more likely to develop greater empathy for their clients if they engage in sensitivity training sessions than if they only hear a lecture on the topic. Librarians are more likely to effectively extend library services to neighborhoods where the level of formal education is low if they combine staff discussion with field projects than if they only see a film about doing so. Some of the most effective programs of continuing professional education have combined the analysis of action problems with the mastery of related knowledge, and the development of strategies by which to link knowledge resources and problem solving in action situations.

(5) *Evaluation.* The informal, fragmented, and transitory character of most of continuing education places a premium on flexible and informal arrangements for continuous program evalution. Evaluation consists of judging program effectiveness based on evidence, in a way that contributes to program improvement. Evaluation may focus not only on the outcomes of the program but also on its inputs such as participants, materials, and resource persons, along with the process by which they interact to produce the outcomes. Various people make such evaluative judgments; at the very least, judgments are made by participants, planners, and resource persons. Two major tasks are to provide procedures to improve the

evidence upon which judgments are made and to obtain judgments useful for program improvement.

(6) *Benefits.* The benefits of continuing professional education accrue both to the participants and to the organizations with which they are associated. In program development, it is important to consider both types of benefits. Organizational benefits may be an increase in the number of patrons with less than a high school diploma who are served, or the number of people who use the library for independent study in preparation for CLEP exams. Individual benefits may be the teacher's greater satisfaction with the extent to which a new classroom management practice improved the atmosphere in her classroom.

In an effort to increase the effectiveness of continuing professional education programs, it would be useful to identify the program development practices that work well in any one professional field and explore their application in other professional fields.

Settings for Continuing Education

Most continuing education occurs in one of three settings: the individual, the temporary group, or the organization. In an individual setting, the participant studies on his own or with guidance, but without interaction with other participants. In a temporary group setting, the participant meets with other professionals with whom he does not ordinarily interact. In an organizational setting, the participant learns with some of the same people with whom he interacts in his occupational setting. Each of these three settings for continuing education has both advantages and disadvantages for professionals who want to increase their competence.

When professionals continue their education in the individual setting, they assume the primary responsibility for improvement. There are no other participants from whom to learn and with whom to enjoy the experience. The participant may learn something very much on his own (such as the physician who listens to a cassette tape recording of a lecture while he drives between house calls, or the accountant who studies a series of technical reports on legislation that relates to his practice) or he may receive some guidance from a mentor. The mentor may be a professor from a school of social work who responds to lessons written by a social worker enrolled in a correspondence course. The mentor might also be a professor of physics who prepares a course on a computer-based education system in which an engineer enrolls. The major advantage of the individual setting is flexibility; the participant can study at his own pace at times he chooses. The major disadvantage is the lack of stimulation from other participants.

Examples of programs that use the temporary group setting include postgraduate courses sponsored by professional schools and conferences sponsored by professional associations, such as ALA or ILA. The major advantage of these types of programs is the stimulation that can result when professionals with different backgrounds meet to discuss ideas presented by resource persons. The major disadvantage is the tendency for such programs to be somewhat removed from the immediate concerns of any one participant.

The organizational setting is more effective for some types of continuing education. This setting involves the network of persons who perform interdependent occupational roles. An example would be the entire staff of library practitioners in a library with less than forty personnel. In a library or branch of this size or smaller, each person knows and has some contact each week with other members of the staff. Their shared experience provides the basis for both program planning and utilization of that which is learned. For example, the management team of a large bank might spend several days analyzing the findings from operations research at their bank and several similar banks. An economist might serve as a resource person to help the participants relate their experience and findings to broader generalizations from the banking field. Or, staff from a public library might meet periodically with school and college librarians and teachers in the area to explore course and curriculum requirements, and to develop and coordinate library materials. The major disadvantage is a tendency to consider the more acceptable ideas and to avoid those that are more controversial.

Collaborative Arrangements

Various sponsors contribute significantly to continuing professional education. Some of the most effective programs result from collaborative efforts. In deciding on the type of collaboration most useful in a specific instance, it is helpful to know the contribution that is typically made by each kind of group.

The university's professional college related most directly to a professional field should provide a major part of the leadership for continuing professional education in that field. Thus the law college should foster continuing legal education, the medical college continuing medical education, the engineering college continuing education of engineers, and

the school of library science continuing education for librarianship. The leadership should focus on subject matter content and related knowledge resources. One result — the preparatory education program should be more usefully related to the continuing education program, and both should be more allied with professional practice.

Other colleges, such as liberal arts and related professional colleges can also contribute to continuing professional education. For example, in a program of continuing education for small town pharmacists, faculty from the department of sociology can help the participants to better understand the dynamics of small community trade areas, and faculty from the college of business administration can deal with aspects of managing a drug store. In addition, the approaches to continuing education of other professional colleges can illustrate alternative approaches for consideration.

Professional associations, such as ILA, can also contribute in several ways. Some types of programs that relate closely to recent and practical innovations are best developed by the associations. Cosponsorship between associations and universities has produced some of the most effective programs of continuing education. Even in programs that are primarily developed by a university, representatives of a related association can make a valuable contribution to program planning by reflecting the concerns of potential participants.

Many professionals are associated in some way with a type of employing organization. For library practitioners, this is typically a public library, a school system, a college or university, or a company or hospital or law firm in the instance of special librarians. Administrators of these organizations can arrange for released time, either for pay or by providing someone to substitute for the professional while he participates in continuing education. Organizational administrators can also offer incentives for increased competence and arrange for professionals to obtain valuable supplementary experiences.

Some of the most innovative and effective programs of continuing education have been supported by grants from philanthropic foundations or governmental funding agencies. In addition to providing outside resources, persons associated with such grantors occasionally serve as idea brokers.

The growing emphasis on continuing education entails a challenge for all categories of library practitioners. The challenge is to provide the leadership that will result in effective programs of continuing education for librarianship. One result would be an increase in the formal opportunities to increase professional competence. Another result would be the development of materials and procedures to assist library personnel to become more self-directed in continuing their education. Both approaches should encourage and assist library practitioners to develop their repertoire of effective strategies for alternating between action problems and knowledge resources. This ability to relate knowledge and action is the essence of continuing professional education.

continuing library education what's happening? who's responsible?

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"Continuing education is *essential* for *all* library personnel, whether they remain in a position category or are preparing to move to a higher one."[1]

There are many signs that this statement is receiving increasing attention and that marked progress is being made in bringing it to reality. At the national level a blueprint is being developed by the Continuing Library and Information Science Education Project sponsored by the National Commission on Libraries and Information Science. It is hoped that

[1]Working statement on Continuing Education for the Profession. AALS Committee on Continuing Education. 1973.

the findings and recommendations of this report will soon be available to the library community.

The new ALA Office of Library Personnel Resources which includes continuing education in its responsibility provides a broader focus stressing many aspects of personnel development in addition to formal training in library schools. An increasing number and variety of offerings are being reported.

The Continuing Education Committee of the American Association of Library Schools is performing yeoman service. Its CLEN (Continuing Library Education Network) encompasses many library associations, library schools, and state agencies. It has focussed attention on continuing education in other professional disciplines which are far in advance of librarianship. The result has been an ERIC report, *Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements*, prepared by Dr. Elizabeth Stone, to be published by ASIS in the fall 1974.

Current regional and state activity in behalf of continuing library education is equally promising. In the Southwestern Library Association, the CELS (Continuing Education for Library Staffs in the Southwest) Project has completed a survey of the six southwestern states (Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). The major recommendation of the CELS report was that the Southwestern Library Association itself should assume the leadership role on behalf of continuing library education in the region. The regional CELS Council has been formally organized, funds from the various states are being pooled and applications are now being received for the position of project coordinator. The CELS recommendation also stressed the multi-part responsibility for continuing education: state associations, state library agencies, library schools, individual libraries, and individuals working in libraries. The survey itself identified some outstanding examples of continuing education within the region. It found, however, that these isolated programs lacked continuity and that these were often unrelated to planning and goals in the various states and individual libraries.

Multi-state continuing education activity is emerging in other areas, notably WICHE (Western Interstate Compact for Higher Education) and the New England Outreach Network. Illinois leaders in continuing library education are working with their counterparts in other states in the upper-midwest.

As pointed up in the CELS study continuing library education at individual institutional levels still seems to be fragmented and isolated.

Common threads run through today's various reports and plans which will serve as the foundations for continuing library education in the future.

Purposes

1. To enable individuals working in libraries to respond to the continually changing needs of the communities.
2. To improve library service in its broadest sense by improving staffs at all levels (professional, paraprofessional, and clerical) in all types and sizes of libraries.

Goals

1. To create an awareness of importance of continuing education on the part of employees and individuals working in libraries.
2. To incorporate library education in the planning process as libraries establish, finance, and implement objectives.
3. To coordinate the efforts of the various suppliers of continuing education and to insure maximum use of existing resources and eliminate unnecessary duplication.
4. To build in quality control through use evaluation and review by experts.
5. To encourage diversity; to insure meeting needs of individual communities.

Responsibility[2]

No one segment of the library community is solely responsible for continuing education. Rather each must assume a share of the responsibility:

1. Individual library employees should:
   a. Develop own goals for continuing education;
   b. Commit personal time and money;
   c. Support library association continuing education activity through membership and active participation.
2. Individual libraries should:
   a. Identify continuing education needs as an outgrowth of long-range planning and management by objective;
   b. Solicit needs for individual staff. Encourage personnel development for all.
3. Library associations (state associations, associations of school librarians, special library associations, district and local associations) should:
   a. Incorporate planning for continuing education in the program of work of the association;

[2]Excerpted from the recommendation of the CELS Project. To be published by the University of Texas. 1974.

b. Establish a continuing education committee or council;
c. Commit association funds;
d. Participate in development of a statewide library plan which builds in continuing education;
e. Conduct workshops, seminars, institutes, and tutorials;
f. Commit conference time to continuing education;
g. Identify continuing education experts in the membership;
h. Provide a communication channel for continuing education activity through association publications.

4. State library agencies and library and media division of state school agencies should:
   a. Plan, implement, and evaluate statewide continuing education programs based on needs indentified in over-all library planning activity;
   b. Assign staff to be responsible for continuing education;
   c. Commit funds;
   d. Provide consultant services for individual libraries and for library staff seeking to advance themselves;
   e. Publicize regional and in-state opportunities for continuing education;
   f. Conduct institutes, workshops, seminars;
   g. Participate in development of reward system.
5. Library education (graduate and undergraduate programs) should:
   a. Create and fund faculty positions specializing in continuing education;
   b. Provide formal course work on campus and by extension;
   c. Conduct institutes and short courses, seminars, workshops, tutorials;
   d. Conduct research;
   e. Evaluate programs;
   f. Provide consultant services;
   g. Help train continuing education specialists;
   h. Cooperate with each other, e.g., divide subject-geographical areas for continuing education purposes;
   i. Experiment, develop packages;
   j. Establish, in individual schools, continuing education programs (locally funded);
   k. Alert students to their need for lifelong education and their responsibilities for continuing education on the job.

lincoln open university – bringing college to the library

dr. barbara a. lowther
president
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lombard, illinois

Introduction

Numerous adults in Illinois and elsewhere interested in higher education have often been unable to begin or carry forward their study for a variety of reasons. One significant reason has been frustration due to the inability to piece together enough course work or blocks of time required for earning college credit in the traditional manner. These individuals have a need for an organized plan of study, generally on a part-time basis, which is bona fide in an academic sense but which falls outside the scope of existing institutional service.

The concept of "open learning" is a potent educational force today. Traditional modes of education are being swept by powerful currents of change. Learning experiences beyond the standard classroom, accompanied by new forms of educational technology, are required to achieve a wider, more productive spectrum of education.

The Commission on Nontraditional Study looked broadly at all forms of undergraduate nontraditional education recently. They have noted "new forms, new structures, new means, and new opportunities for higher education has, in the past two years, become focal points of discussion, planning, and action in the academic world."* It can be truly said that nontraditional study has come into its own as a worthwhile alternative to established academic structures. If a library is going to meet its commitment to improve, expand and be truly responsive to the needs of its clientele, then it must be continuously

*Commission on Nontraditional Study, *Diversity by Design*, Jossey-Bass Publishers, San Francisco, California, Preface 1973.

testing innovations and unconventional ideas in learning. The authors believe that new educational attitudes and approaches are indeed necessary and in many ways inevitable for libraries.

Background

Lincoln Open University is a private institution established in 1973 to discover whether alternative approaches to higher education can serve effectively the educational needs of the varied population of Illinois and Indiana. The university directs its energies toward encouraging and creating flexible, diverse, and equitable alternatives for the pursuit of post-secondary learning and recognition of that learning. Chartered by the state of Illinois with degree-granting authority through the master's degree, Lincoln has special opportunities and the freedom necessary to push ahead in new fields and to try new ways of learning.

Lincoln Open University is predicated on an attitude toward the student and toward learning. We are putting the student first, and the institution second. This means that we are more directly concerned for the needs of certain kinds of individuals (generally mature, busy adults) than the usual educational organization — semesters, examinations, etc., — or the regular library structure. Simply stated, we are interested in the "learner," whomever he or she is. The program is concerned with an individual of any circumstance who wants to further his or her education for career or academic reasons through accredited course work. But we also want to serve the individual who finds a sufficient reward in enriching life through constant, periodic, or occasional study. In essence, we advocate "service to the learner" rather than simply credit and/or degree earning.

The university does not offer courses of study, but works *through* a consortium of existing academic institutions and community learning resources to help a student plan an appropriate program of study. Lincoln Open University concentrates on the special needs and requirements of adult "over 25" learner. Student certification is accomplished cooperatively with collaborating institutions. In its broker capacity, LOU seeks to apply sound procedures for validating learning from experience and nontraditional study through a variety of assessment procedures. It also works to create new educational opportunities and materials where none exist to meet individual needs. LOU is responsible for "packaging" materials and services, thereby designing an external degree program for those colleges and universities which choose to participate in the consortium.

Now, where does this designing and packaging occur? The answer is just about anywhere that instruction is offered — TV and radio facilities, museums, art galleries, industrial training facilities, and service agencies.

The university is essentially a noncampus institution. Students pursue individual programs in "study centers" established primarily in public libraries. Public libraries are a natural choice for the location of centers for nontraditional study. They are accessible to the anticipated new student clientele, and they already provide many resources for alternative forms of education. In Chicago, library facilities have been provided to make possible (a) study and information gathering, (b) student-instructor conferences, (c) video-cassette instruction, and (d) use of media and special equipment. The libraries offer specially prepared study guides, required texts, supplementary reading, and audiovisual aides — everything a serious student could want.

In its operation, Lincoln Open University is availing itself of three major innovations. The first is the "Credit Bank" which will provide a transcript service. This will accept and record evidence of an individual's educational accomplishments and career experiences. Evidence will be processed, stored, and retrieved when necessary. This information belongs to the learner, is placed under conditions of security and can be released only with the approval of the individual. Under these conditions the transcript becomes less a deed of transactions between institutions and more of a document belonging to the learner, to be *validated* by institutions.

A second innovation in LOU's format is the Alternative Educational Resources Service (AERS). This listing will provide quick, accurate, and meaningful information about all colleges and university instruction, correspondence courses, and credit by examination through a variety of programs, as well as community resources. At present an individual can be overwhelmed by the confusion of inadequately described educational opportunities. This system will be standardized and used in conjunction with trained counselors. Although AERS will be advisory only, it will develop a sound, vigorous, and progressive leadership for public and private external study opportunities, promoting efficient and effective nontraditional higher education at numerous locations.

The third aid available to students of LOU is the Cooperative Assessment and Counseling Program. Through this, students' nontraditional experiences and education can be identified and recognized. CACP is not a selection device, but a guidance tool

developed and applied through inter-institutional collaboration.

Its purposes are:

(1) To find ways of appraising learning wherever it occured.

(2) To provide a list of objectives acceptable for credit as higher education.

(3) To determine criteria for identifying learning a student's needs as well as recognizing that already achieved.

Particular emphasis will be placed on the ease of reporting and completeness of evaluation.

What Can LOU Do For Students?

A major function of an educational institution is to be concerned with helping individuals to engage meaningfully in learning. Lincoln Open University helps students develop the capacity to be self-directed learners. This results in a person obtaining the tools for continued learning long after he has left the university.

LOU is attempting to open to students the avenues and resources that will permit them to reach their goals more rapidly. People, not the structure, dominate. The student's "campus" is a learning center near his home — a public library. The premise of Lincoln Open University is that people learn in various ways, and the university attempts to encompass them all.

The Educational Format

There are five phases in the relationship between the student and the university. They are enrollment, orientation, study plan, implementation, and evaluation.

1. *Enrollment:* An enrollment form is available in any LOU library study center. It is possible to begin study at any time; there is no formal registration period. Previous education and experience should be submitted.

2. *Orientation:* This is one of the more important aspects of Lincoln Open University. Students meet with a LOU counselor who will explain the basic structure of the university and help them select an educational strategy involving various modes of learning available from one or more cooperating institutions. The counselor can be of help in assessing academic strengths and weaknesses and in participating in decision formation with regard to career objectives.

3. *Study Plan:* Personalized direction of the individual student programs is the function of the learning consultant who is drawn from the faculty ranks of campus-based colleges and universities. A faculty advisory group works with the LOU coordinating office to maintain high academic standards in developing programs. This agreement setting phase is sometimes referred to as a "contract" since it sets out certain educational goals and the plan to obtain them.

4. *Implementation:* After the individual has decided when and how he will carry forward his learning, the student engages in various activities — independent study courses, educational television instruction, programmed instruction, audio/video cassettes, correspondence study, credit by examination, credit by newspaper, etc.

5. *Evaluation:* A student will participate in whatever structure has been established for him in assessing his mastery of concepts. Evaluation in LOU essentially involves feedback to the student regarding his competencies and shortcomings as well as instructional effectiveness.

Resources

The library centers provide a perfect setting for off-campus study. Special equipment and study materials are constantly developing and expanding in relation to independent study. Often internships and other experiential learning is included in an educational "package." Extensive cooperative arrangements with accredited institutions of postsecondary learning is the distinguishing, and perhaps unique, feature of the university.

Students may use LOU to prepare for traditional or emerging careers. A wide range of educational plans are open to students and are made possible through the multifaceted nature of cooperating institutions.

Summary

Lincoln Open University is an exciting concept in higher education and extends education to a broader cross-section of the state than ever before. The boundaries of the university are almost limitless. The most important natural resource of a state is its people and their collective competence. LOU is dedicated to the development and preservation of this most basic commodity.

continuing education for librarianship in illinois

travis e. tyer
consultant, professional development
illinois state library

Public libraries traditionally spend sixty to seventy percent of their financial resources for staff to provide the services they offer. Yet with rare exceptions, little is spent in upgrading the skills, knowledge, and performance of that staff. In many libraries, the total expenditure for staff development consists of a line item in the budget for staff travel to state and national library conferences. All too often this is intended only for the top and upper levels of administration and is considered a fringe benefit or reward for taking on the pressures of modern-day administration and supervision rather than an opportunity to grow. Even when other funds are designated for staff development, the amount spent is miniscule within the framework of the total library budget.

The affluence which came to libraries following World War II has provided some incentive for addressing the problem but not to implement the policy of the American Library Association, as adopted in July 1970:

> Continuing Education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools.
>
> Library administrators must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and release, time) for the continuing education of their staffs.[1]

The great influx of new funding from national and state government did greatly help in the recruitment of new librarians. Funds were made available for many individuals to secure library degrees that would not have otherwise entered the field. New library schools appeared to meet the need for librarians of all types of libraries. Personnel policies in many libraries were stretched to allow capable staff members to secure professional education and/or other skills to improve their performance. This trend continued well into the mid-sixties.

As the economy began to slow down and budgets became tighter, as government at all levels began to call for "accountability" the programs for recruitment of library personnel began to die. Librarians were in over-supply in urban areas and still lacking in less heavily populated areas. Illinois is one state that still believes in the validity of a sound manpower program which includes recruitment. Mary D. Quint deals with this aspect of the Illinois Program in a separate article in this issue of *Illinois Libraries*. Yet this program does not answer the needs of all those who are now employed in libraries. Only a few individuals will find this program suitable to their needs at a given point in time.

Peter Hiatt expresses this need of the total staff:

> The entire library staff needs continuing education if the institution is to react positively to technological and social changes.
>
> Physicians are concerned not only with their own continuing education, but also with that of nurses and technical assistants. They recognize that innovations they wish to introduce into medical practice must be understood by the full range of medical personnel, not just the physician. The library profession can ill afford to assume a different view. Further, with the growth of library technician programs, the education of professionals will be modified as technicians take over tasks once performed by librarians. These changes must be reflected in continuing education for present library staff.[2]

Since the passage of the Illinois Library Systems Act in 1965 progress has been made in meeting the

[1] *Library Education and Manpower; A Statement of Policy* Adopted by the Council of the American Library Association, June 30, 1970. Chicago, Illinois: ALA Office for Library Education, p. 8.

[2] Peter Hiatt. "The Educational Third Dimension: III Toward the Development of a National Program of Continuing Education for Library Personnel." *Library Trends*, 20 (July 1971) p. 170.

educational needs of library personnel. As the eighteen library systems were legally established, continuing education emerged as one of the highest priorities for services at the system level. But even with high priority, progress has been slow. Activity has proliferated and tongues wax eloquent on the great need but a coordinated program, involving all levels of responsibility and including all parties concerned, is only now beginning to evolve.

Study of Education and Training Activities in Illinois, 1966-1970.

Since continuing education was of such high priority in the early days of the Illinois library systems, the Illinois State Library Advisory Subcommittee for Titles I and II of the Library Services and Construction Act appointed a Study Committee on Education and Training in 1968. The survey was addressed specifically to those activities being conducted by the eighteen library systems and the Illinois State Library. It covered activities from the beginning of the library systems in 1966 through 1970.

It was found that education and training activities during the period under consideration varied widely in subject, frequency, and attendance. Activities proliferated with very little evidence of cooperation among systems in planning and executing learning experiences for the staffs of respective member libraries. Table I details the subjects treated by broad-based knowledge areas, topics treated, participants, and the level of the target audience. The questionnaire utilized in conducting the survey defined seven levels for identification of the target audience:

1. For professional libraries with bachelor's or master's degrees in Library Science.
2. For librarians defined as professional according to definitions based on library experience.
3. Four nonprofessional librarians who are heads of libraries but who do not have a degree in library science or the equivalent in library experience.
4. For other library assistants participating in public service activities, and not defined as professional in either 1 or 2 above.
5. For other library assistants participating in technical service activities, not defined as professional in either 1 or 2 above.
6. For technical library assistants or library technicians or library aides.
7. For professional librarians who serve as directors of library systems.

Education and training activities of interest to more than one level were indicated by the use of a combination of code numbers.

The study also revealed that the number of activities varied greatly among the library systems, as did the number of topics treated. Table II shows the number of topics treated by each of the seventeen responding systems during the period under study. A number of factors play a role in determining the number of continuing education activities a particular system may plan and execute in a given time period: size of staff at the system level, the number of such activities the member library staffs will attend, the educational level attainment of library personnel within the system area, availability of educational opportunity in the general geographic area, etc. Thus, no great value can be assigned to the numbers of activities. However, the number does show that (1) there is varied amount of effort exerted in continuing education activity among the respective systems, and (2) there is a great diversity in the topics presented.

One section of the questionnaire utilized to gather data for the survey dealt with the activities of the Illinois State Library. Respondents were asked to make a "general evaluation" of the workshops, institutes, and programs carried on by the Illinois State Library and the relationship of these activities to other on-going activities in continuing education. It also asked that the respondents consider whether the State Library activities should be continued, transferred to the system level, or continue both.

From the data collected, ten conclusions were discernable:

1. Education and training activities in the seventeen reporting library systems show extreme variation in depth and scope; they range from discussions at librarians' meetings to semester-long courses.
2. Education and training activities have most frequently been focused on day-to-day aspects of library operations — selection, cataloging, work with special age groups.
3. Education and training activities were most frequently conducted by system staff.
4. Education and training activities were most frequently planned for the entire range of background exhibited by the recipients. Very rarely were activities planned for a specific group — professional librarians, library assistants, library technicians, etc.
5. Education and training activities were rarely

TABLE I

Report of Education and Training Activities
of Illinois Library Systems

1966-1970

Areas of Knowledge	Topics	Sessions	Participants	Level
A. Developing Library Resources				
1. Selection and Acquisitions	4	78	819	1-7
2. Organization	6	27	379	1-7
B. Utilizing Library Resources and Services				
1. Mastery of Resources	5	10	363	1-7
2. Interpretation of Services	2	26	569	1-7
3. Personal Assistance to Users	6	83	479	1-6
4. Circulation	3	9	147	1-7
5. Special Programs	4	40	724	1-7
C. Understanding the Community				
1. The Served Community	2	4	267	1-7
2. The Unserved Community	0	0	0	0
3. Library in Social Change	3	3	275	1-7
D. Library Administration				
1. General Management, Theory and Practice	4	6	199	1-6
2. Personnel	4	7	185	1-6
3. Library Cooperation	3	9	129	1-4
4. Building and Equipment	2	3	57	3
E. Finance and Governmental Controls	2	77	469	1-7
F. Other Topics	6	23	1,132	1-7
TOTALS	56	404	6,193	1-7

planned for topics with relationship to other topics already covered; there was no evidence of any sequential nature nor any continuity leading to the accomplishment of any long-range goal or objective.

6. Education and training activities were planned within isolation of the particular system, except in rare instances no evidence was found that joint planning or materials preparation occurred across system boundaries although the same topics were covered.

7. Education and training activities at both the system and state level were felt to be inadequate by most respondents.

8. Education and training activities in most cases were planned and executed without identification of needs in consultation with the people for whom the activities were planned. In most instances, planning was done by the system staff.

9. Education and training activities sponsored by the Illinois State Library should be designed for middle management and special subject areas. The systems, being nearer the participants, can better meet the needs for topics at the elementary or orientation levels.

10. Education and training activities, in the future, should be under the sponsorship of both the Illinois State Library and the systems in cooperation using the general guidelines as outlined in No. 9 above.

Based on the above conclusions, the following recommendations were made:

1. That the systems involve the member libraries in identification of needs for education and training activities, and in planning for those activities.

2. That the activities be planned to meet the specific needs of groups of librarians of different levels of training and background rather than the broad range from professional to library technical assistants.
3. That the systems call upon the Illinois State Library for assistance in planning education and training activities.
4. That the Illinois State Library determine with the systems the education and training activities to be carried on at a regional or statewide level to provide professional development activities designed to meet the needs of special groups, such as middle management, trustees, or library technical assistants, and in special areas such as automation, etc.

TABLE II

Topics Treated in Education and Training Sessions Conducted in Library Systems

1966-1970

Library System	Number of Topics Treated by Systems
Bur Oak	12
Corn Belt	10
Cumberland Trail	6
DuPage	6
Great River	6
Illinois Valley	11
Kaskaskia	3
Lewis and Clark	10
Lincoln Trail	3
North Suburban	10
Northern Illinois	6
River Bend	2
Rolling Prairie	7
Shawnee	5
Starved Rock	6
Suburban	11
Western	6

The Systems, 1970 To Date

No formalized study or tally of system-based activities for continuing education has been made since 1971. The Illinois State Library created a position in its Library Development Group known as the Consultant for Professional Development. The writer was hired to fill that position in August 1972 shortly after the report of the study was written. The activity reported henceforth for the period of time since 1970 is based on observation, participation, as well as oral and written reports received since assuming that new position. The use of specific library systems as examples in no way constitutes an indication of the amount of activity. These are merely the examples with which the writer has more detailed information due to involvement.

There continues to be an abundance of activity within the systems. Most of the conclusions reached in the study of the earlier four-year period of activity still hold true in 1974. This does not mean that a static plateau has been reached. Each system has learned from its past experience and has modified its efforts accordingly.

Trustee Education – A Need

One thing that was not evident in the 1971 study report is the amount of activity for trustee education. Several systems have scheduled at least one annual activity for trustees. These are usually directed at the new trustee.

The Suburban Library System has sponsored a spring forum for candidates who are running for the office of library trustee on several occasions. Since about half of Illinois trustees are elected and the other half appointed, new appointees are also invited to participate. The Illinois Valley Library System has also conducted a new trustee workshop successfully for a number of years. Illinois Valley has prepared packets of materials which they mail to all new library trustees notification of election or appointment.

In the spring of 1973, five library systems — River Bend, Corn Belt, Rolling Prairie Libraries, Lincoln Trail, and Illinois Valley — banded together to sponsor a workshop for new trustees patterned after the Illinois Valley model. Planning was done by a trustee and the system director of each participating system. Expenses and work loads were divided evenly. Consultant help and packets of material were provided by the Illinois State Library. The program content was excellent. The speakers were good. But, in reality, the effort failed. The audience was almost entirely composed of the experienced librarians and trustees. The distance involved in such a large geographic area made attendance too great an investment in time and effort to attract the target audience. The same format held in five different locations on five separate dates — within each system area — might have yielded quite different results.

The River Bend Library System annually sponsors a Trustee Dinner in the fall. Speakers are chosen who bring a name from the field of librarianship and a breadth of experience. The 1974 speaker is Dr. Jesse H. Shera. His topic is not new to librarians but it will be to most trustees. Librarians will profit from addressing themselves to the topic again. "*What Is the Public Library? Where Did It Come From? Where Is It*

Going?" This annual effort is successful in raising the sights of the trustee who by habit is accustomed to approving budgets and staff appointments, maintaining library facilities and fulfilling legal obligations of the library board of directors.

In the spring of 1974 a subcommittee of the Illinois House Revenue Committee conducted hearings over the state on the problem of local library financing. One of the earliest observations made by the five legislators involved was the great need for a program of trustee education. This will be a priority program as Illinois continues to mount a program of continuing education for the library community. As demonstrated in the example of the five-system effort above, much of this program will have to be system-based. Using the findings of the earlier study, it will need to have help from the trustees themselves in identifying areas of interest and need which will attract the target audience. It will have to provide content beyond the orientation level if it is to accomplish the desired effect of informed trustees.

Several systems publish newsletters and other information materials. Some distribute these materials through their member libraries. Several systems — Lewis and Clark, Shawnee, Kaskaskia, to name three — regularly mail materials to the homes of the trustees of their member libraries. It is their belief that unless the materials get to the home of the trustee, it seldom gets read. Periodic mailings of consistent quality and value can be extremely productive in the development of knowledgeable and effective trustees.

Reference – A Current Emphasis

The topics covered in continuing education activity at the system level varies from time to time. One area currently receiving attention in many systems is reference service. Three widely different approaches are being used by the River Bend, Great River, and DuPage library systems.

The River Bend Library System has approached their series of activities as a means of improving and upgrading their interlibrary loan and reference service. Early in the process, it was evident that neither the system board members nor the member libraries knew exactly what transpired when an interlibrary loan request or a reference question was referred to the system. A special demonstration for the system board members was scheduled prior to a regular board meeting. A sampling of one day's requests was utilized to demonstrate the variety of requests and the various means used to supply the materials requested through the statewide network. Staff members from the member libraries are now taking turns helping at the system in handling loans and reference requests. It is having a good effect in that local library staff members are beginning to understand the necessity for many policies and guidelines which had seemed to be rules and regulations heretofore. A spring workshop was held for personnel from member libraries on the utilization of a selected list of standard reference tools. Emphasis was focused on the reference interview as well. The Illinois State Library provided consultant help. At the request of the participants another session of two days in the fall will cover basic dictionaries and encyclopedias in depth. The River Bend series of activities directed at the topic of reference reflects a growing tendency to differentiate the approach to the topic by the needs of the target audience. This was the second recommendation of the study in 1971.

The Great River Library System has utilized their Staff Enrichment Project funds to employ a reference librarian at the system level. Since few library staff members in the system area have formal library education, one of the new librarian's duties was to plan learning experiences in the area of reference work. In order to get the fullest possible participation, the new librarian has planned work sessions at several locations within the system area although the total geographic area is not extensive. These work sessions are really tutoring sessions and are producing results. The scheduling of activities at several locations within a given system seems to be a developing trend; it is being practiced by a number of systems — Suburban, Illinois Valley, and Bur Oak to name others.

The DuPage Library System has approached its reference problem based on their own needs. Being a developing suburban area, their libraries are more richly blessed with staff who have had formal library education. Their needs dealt more with how to make the statewide network better serve their patrons. Emphasis in a continuing series of workshops has dealt with the problems they have encountered in attempting to meet patron needs who have been accustomed to a highly sophisticated level of reference service prior to their westward migration from the environs of Chicago. The libraries are hard-pressed to build large reference collections overnight. The state network has to be their means of meeting the reference needs of their patrons until the libraries can catch up with the growth of the communities. Several staff members from the Illinois State Library have been involved with this series of activities. Here again we see the growing trend to differentiate between the needs of staff at varing levels in planning activities. It was not always the head librarian who attended these ses-

sions; it was the employees involved in providing reference service. Here too, we begin to see some indication of continuing education with some degree of long-range planning. Librarians at several levels were also involved in the planning process.

Even in this one topical area, it is evident that the conclusions and recommendation of the 1971 study have not gone unheeded at the system level.

Frequency of Activity

There remains a great discrepancy between the eighteen systems in the number of activities planned and executed during a given period of time.

Both the North Suburban and Great River library systems go all out to produce one first-rate workshop annually. They are very careful to involve staff from member libraries in determining the topic of primary importance to meet the needs and interests of library personnel within the system area. The North Suburban Library System staged an extremely effective workshop, "New Measures of Library Effectiveness," in April 1974, featuring Dr. Ellen Altman as the speaker. In 1973, their workshop was based upon Allie Beth Martins' study, *A Strategy for Public Library Change*, utilizing the author as the primary speaker.

The Great River Library System utilized a questionnaire to determine their topic. A systemwide planning committee composed of both trustees and librarians employ sound and rigorous planning techniques in setting workshop goals and objectives, content, format of presentation, selection of speakers, etc. This faithful adherence to good planning builds into their workshops a commitment from the prospective participants that makes the activity something special. Several members of the Illinois State Library staff were involved in the planning process as well as speakers for the 1973 fall workshops on "Services for Adults."

Other systems carry out as many as five or six activities annually. No two activities are executed in exactly the same way in identifying the topic to be treated or the planning process. One problem identified in the 1971 study an inconsistency in the usage of the terms, "continuing education," "workshops," or "education and training activity." This problem clouds the issue in determining the number of activities a particular system schedules in a given period of time.

All systems have regularly scheduled meetings of the librarians from the member libraries within the system area. Some systems refer to these meetings as workshops or in-service training or continuing education. In the broadest sense of the terms involved, these meetings are exactly that. However, there is a great difference between a learning experience and an information session designed primarily to impart a body of given information. Though it is hoped that learning takes place in both instances, a continuing education activity should do more than impart a body of information. The transfer of information from one person to another is the most elementary level of learning experience. Continuing education activities, properly planned and executed, should impart information as well as motivate the learner to further study, involvement, and action.

In some systems, the periodic meeting of librarians does amount to a continuing education activity. The Pere Marquette Librarians Association within the Illinois Valley Library System is actually a library association with elected officers and operating committees. Programs are planned for each meeting utilizing both members and outside speakers. Though the structure is quite different, the Librarians Advisory Committee of the North Suburban Library System also has its own autonomy; the system director does not preside at their meetings. This group is more problem-oriented and advisory in nature whereas the Pere Marquette Librarians Association is more learning and program oriented. Both of these groups though are quite different from the usual librarians' meetings conducted by system directors as information sessions to facilitate the functioning of system services.

Another factor affecting the frequency of activity is staffing. As systems are able to add staff at the system level, more and more staff time is being devoted to continuing education activities. The Northern Illinois Library System is utilizing their Staff Enrichment Project funds for a full-time Personnel Development Consultant. The Suburban Library System has been very fortunate in having an excellent consultant on their staff for several years who has experience in the realm of continuing education activities; both the quantity and quality of the activities they have been able to schedule attests to the wisdom of designating a staff member to assume this role at the system level. The Chicago Public Library has staff charged with this function within their personnel office.

Other systems have scattered various aspects of the continuing education function over their entire consultant staff. The Children's Consultant is responsible for those activities which deal with children's services, the Audiovisual Consultant is responsible for those activities which deal with nonprint materials, etc. There is nothing wrong with this approach if care is exercised to see that continuing

education activity is based on the needs of the staffs and trustees of the member libraries rather than on the expertise and interests of the consultant staff. Some of the systems have been quite effective with this approach. As the time of the system directors is being increasingly needed in planning and evaluation, fewer are directing this phase of the system program personally.

There are almost four thousand equivalents employed in the public libraries of Illinois. If a continuing education program is to be mounted to affect the library services available to Illinois citizens, the quality will be determined by the program at the system level. Much can be done within the framework of library education, the library organizations, and the state and federal agencies. But the ultimate achievement will be directly related to the quality of the system-based programs.

The Associations, The Organizations, And Library Education

The activities of the library systems and the Illinois State Library in no way represents the total effort in Illinois to meet the continuing education needs of the library community. There are the activities of the association — the Illinois Library Association and its various units and the Illinois Chapter of the Special Library Association. Illinois librarians and trustees also participate in activities of the national library association — the American Library Association, the American Society for Information Science, etc. There are also other organizations within the state which focus their efforts toward continuing education — the Library Administrators Conference of Northern Illinois, the Illinois Library Regional Council, the Illinois Valley Library System, System Based Cooperatives, and others. There are also the activities of formal education — the programs for library technical assistants, the undergraduate programs for library associates, the ALA accredited graduate programs for librarians, the ALA non-accredited graduate programs for librarians, media specialists and/or information scientists. Not all the needs for library personnel are centered in the area of library science. Many needs can be met by credit and non-credit courses in related areas of learning — management, economics, sociology, political science, general courses in the liberal arts, etc., library personnel throughout the state are engaged in learning experiences of this nature from community college and other academic institutions as well as other sponsoring agencies — the Y.M.C.A., the Y.W.C.A., local public libraries, etc.

The Illinois Library Association

One of the basic functions of the professional organization is to provide continuing education for its membership. The Illinois Library Association, as the primary state organization for librarianship, has a role it is fulfilling. This is accomplished by its publications program and its annual conference, as is customary for state library organizations. Three sections of the Illinois Library Association publish periodicals: *Children's Crier* by the Childrens' Librarians Section, *Public Library Directors Association Newsletter by* the Illinois Public Library Directors Association, and *IASL News For You* by the Illinois Association of School Librarians. The Illinois Library Association itself publishes the *ILA Reporter* three times annually. Members of the association also receive ten issues annually of *Illinois Libraries*, published by the Illinois State Library.

The annual conference is convened in the fall. Its program is rather traditional as state association programs go. For the past several years, considerable effort has been expended to improve the quality of the program. The 1974 Conference will have continuing education as its major thrust and will have some rather drastic program and schedule changes.

In 1972 ILA appointed a standing committee on Continuing Education for Librarianship. The original impetus for the formation of this committee came from experienced professionals who found little or nothing in the conference program which fulfilled their continuing educational needs. An Ad Hoc Committee on Continuing Education was appointed in June 1972. They recommended a standing committee be appointed "to develop a varied, but integrated program of continuing education for library personnel in Illinois." During 1973 this new committee worked with Professor Alan B. Knox, Professor of Continuing Education, University of Illinois is designing a proposal, *A Study of the Needs for Continuing Professional Education for Illinois Librarians.* The pilot study was completed during the year. Funding is now being sought to carry out the full study. This study would assess the needs of the library community in Illinois and provide a base upon which to plan, implement, and evaluate the progress of all agencies and organizations involved in providing continuing education activities for library community in Illinois.

Probably the most productive of the association's educational activities are the many workshops scheduled each spring by its various sections and committees. These vary in number and sponsorship annually.

For several years, the Public Library Section and

the Illinois Public Library Directors Association have jointly sponsored regional workshops throughout the state. These have varied from five to eight in number and topics change each year. The 1974 road show dealt with the mechanics of conducting a community survey. This topic was an outgrowth of the 1973 regional workshops on the writing of goals and objectives for libraries. The series — planned to run indefinitely — is called PASS, Program for the Achievement of State Standards. The planning group for the series is the PLS/IPLDA Joint Committee for the Implementation of Public Library Standards. The standards referred to are those adopted by the Illinois Library Association, *Measures of Quality*. The 1974 topic was scheduled and presented in eight locations to a total audience of six hundred ninety librarians and trustees.

The Children's Librarians' Section also schedules annual spring workshops in several locations in the state. They usually hold their sessions in three locations. They do not coordinate all three sessions as the same program as do the trustees and public librarians. They appoint individuals in the geographic area to plan and execute the program most appropriate for the locale. This ILA section was instrumental in getting a semester-long seminar for practicing librarians at Rosary College in the fall of 1973. The project was funded by the Library Services and Construction Act administered by the Illinois State Library as a pilot program. The evaluation indicated a successful endeavor. The Children's Librarians' Section is investigating means of instituting similar projects throughout the state in the future.

In 1974, the ILA Intellectual Freedom Committee also scheduled three regional workshops over the state. The primary focus dealt with the June 21, 1973 Supreme Court decisions on obscenity and what they mean to libraries. These workshops were an outgrowth of the model workshop conducted by the ALA Intellectual Freedom Office in Chicago in April 1973.

The Illinois Association of School Librarians has scheduled an outstanding spring meeting for many years. Combining forces, their meeting is billed as "Triple I." The session also carries the joint-sponsorship of the Illinois Association for Supervision and Curriculum Development and the Illinois Audiovisual Association. Thus its name is derived. General session speakers in 1974 included Howard K. Smith, Daniel J. Boorstin, and Charles William Brubaker and featured a mini-conference on In-Service Programs. Representatives from United Airlines, MacDonalds, and Illinois Bell Telephone conducted the concurrent sessions of the mini-conference.

Spring meetings have also been held by other ILA units from time-to-time. The College and Research Libraries Section convened their first spring meeting in 1973. Response from their membership was sufficient to inaugurate the spring meeting as a part of their annual program of activity. The Resources and Technical Services Section has held spring meetings but it has not yet materialized as an annual affair.

The Illinois Chapter, Special Library Association

The Illinois Chapter of the Special Library Association meets eight times annually for programs of interest to its membership. These are held in the metropolitan Chicago area where most of their members are employed. Traditionally they have held from one to three seminars per year to meet the educational needs of their constituency. In earlier years these seminars dealt primarily with efforts in cooperation. With the advent of intertype library meetings being more prevalent with the development of the Illinois Regional Council and the systems, their seminars have now taken on a different focus and frequency. They schedule at least one all-day seminar annually under the auspices of their Education Committee. In the spring of 1973, this was a reference update on new reference works. This year the topic dealt with recent developments in microforms. This documents the fact that as continuing education activities are developed at one level, the work conducted at another level or by another group or agency will be affected. As a statewide program is mounted at all levels of library employment by all groups responsible for continuing education, great changes will take place. Many traditions will be broken. The important thing is that the consumers of continuing education in librarianship — the current library employees — have a convenient place to meet their particular needs, to fulfill their potential in the library world.

The Library Administrators Conference of Northern Illinois

The library organization in the state with purposes and functions most purely of a continuing educational nature is probably the Library Administrators Conference of Northern Illinois, commonly known as LACONI. With membership largely from the metropolitan Chicago area, anyone from a six-system area is eligible for membership — Northern Illinois, North Suburban, Chicago, DuPage, Suburban, and Bur Oak Library Systems. Orginally intended as an organization of the chief librarians, it has greatly ex-

panded in scope in recent years.

The primary group is the chief librarians. They hold four sessions annually plus a two-day retreat. There will be a series of one-day seminars on modern which are in many respects, quite independent of the parent group — the Childrens' and Young Adult Section, the Technical Services Section, and the Reference Section. Each section ordinarily holds three meetings per year. LACONI also annually sponsors a trustee dinner not unlike that of the River Bend Library System, except for the size of the geographic area from which the participants are drawn.

The 1974-75 program of activities for the LACONI Administrators is focused on management problems. There will be a series of one-day seminars on modern management techniques conducted by the Business School of Northwestern University. The fourth meeting of the year will be on continuing education for librarianship and the annual retreat will deal with personnel administration. All of these sessions center around one theme and fit into plans of other groups — the 1974 fall Allerton Conference on Personnel Management and Collective Bargaining as well as the ILA fall conference on Continuing Education.

The Regional Councils

For several years now, the Illinois State Library has been utilizing Library Services and Construction Act funds to help finance an organization in the Metropolitan Chicago area known as the Illinois Regional Library Council. The council is designed to promote the development of cooperative activities between public, academic, school, and special libraries in the area. A five-year plan has just been adopted by the council and forwarded to the Illinois State Library for consideration by the staff and the Advisory Committee. One of the major roles for the council as advocated in the long-range plan is the area of continuing education. This is not an entirely new facet of the councils activity. In their first year of operation, they began a directory of educational opportunities in their area of possible interest to library personnel. They have continued to update the file and currently provide an information service to member libraries when staff is seeking a particular opportunity. With the large number of activities available in the metropolitan Chicago area, this accomplishment is a major breakthrough. Future activities in this area of endeavor will attempt to avoid duplication of activities of other organizations, associations, and agencies on the regional, state, and national levels. It will identify unmet needs and either meet those needs or assume a role of advocacy that results in those needs being met by an appropriate association organization, or agency.

In 1973 the Illinois State Library utilized Library Services and Construction Act funds to institute a second regional council for multitype library cooperation. However, this regional council is based on a different concept. This second council is located in the Peoria metropolitan area and is system-based in the Illinois Valley Library System. This council is referred to generally as the Illinois Valley System-Based Intertype Cooperation Project. The project is funded for two years. They are now completing their first year of study and planning. Their planning stage is almost completed. These plans call for continuing education as one of its major functions in the ensuing years.

Both of these agencies are in their infancy and no means of continuing financial support has been found by either. Just what their eventual role in providing continuing education remains largely a paper plan. However one major point is evident from the two projects. When long-range planning for multitype library cooperation begins, continuing education activities quickly emerge as a primary field of endeavor. Whether this is due to a great unmet need, or is one area where different types of libraries can agree, or is a mere mouthing of a current fad is yet to be seen. Regardless of the causes, the efforts of these two councils will affect the activities of other groups involved with continuing education in their geographic areas. It is entirely possible that the clues to the establishment of a completely coordinated program of continuing education for librarianship may be found in the future activities of the two councils.

Library Education

Library Education in Illinois, as in most other states, is geared to the formal degree and certificate programs which provide entrance into librarianship at a particular level. There is a rather generous number, compared with that available in other states, of each — the library technical assistant programs, the undergraduate program, the graduate programs (accredited and non-accredited) and the advanced degree programs. Since these programs all lead to degrees or certificates, no discussion of that phase of their work will be included here.

Regardless of the level of preparation for which an individual program strives, there are some common threads apparent. Nearly all of the programs make some effort to accommodate the employed student by offering courses at night and on Saturdays. Almost all have made administrative adjustments to allow part-time students and/or non-degree

students to take courses. Many of the programs offer some advanced courses beyond the rudimentary requirements necessary for the degree/certificate to which their program is geared. The primary concern of each program is the conferring of the degree or certificate. Very little of the program is geared specifically to the needs of the current library community in the program's immediate geographic area. Very little activity comes from library education that is not credit-oriented. These observations are in no way intended as a criticism of library education. If a study were done, it would probably be found that library development in a given geographic area of the state is directly proportionate to the quality and extent of library education in that geographic area of the state. One of the biggest problems in providing continuing education activities to the library community in Illinois is the great difference in opportunity for basic library education at the various levels in all geographic areas. Most of the institutions offering library programs are in the Chicago metropolitan area.

The Graduate School of Library Science at the University of Illinois has offered extension courses at the very basic level in a number of cities over the state for many years. No other effort has been as persistent in surviving and probably no other effort has been as successful in raising the quality of service available in public libraries and school libraries.

Both the University of Chicago and the University of Illinois hold annual conferences dealing with current topics of concern to librarianship. The 1974 summer conference sponsored by the Graduate Library School at the University of Chicago is entitled "Differentiating The Media: A Focus on Library Selection and Use of Communication Content." The topic for the fall Allerton Conference in 1974, sponsored by the Graduate School of Library Science at the University of Illinois, will deal with Personnel Management and Collective Bargaining. The Library School at the University of Illinois also sponsors an annual conference at Allerton Park on Data Processing and Automation. All three of these annual conferences are planned and executed for national audiences. Surprisingly enough, few Illinois librarians attend these conferences. In 1973, the Illinois State Library began helping fund the fall Allerton Conference in order to have more Illinois librarians participate. In 1973, and again this year, forty-two places of the one hundred available are allocated to librarians from all geographic areas in Illinois in return for this support.

In order to build a total program of personnel development in libraries equal to the resources and services development taking place in Illinois libraries, library education will have to be a participating partner with the Illinois State Library, the library systems, the library associations, councils, organizations, and all others engaged in educational endeavors for the library community.

The Illinois State Library

Each and every individual library has the responsibility to meet the continuing educational needs of those employees to fulfill its mission. The Illinois State Library is here presented as an example.

Malcolm S. Knowles expressed the idea very well in an article in the *Public Administration Review* in the March, April issue of 1974:

> One of the misconceptions of our cultural heritage is the notion that organizations exist solely to get work done. This is only one of their purposes; it is their *work* purpose. But every organization is also a social system that serves as an instrumentality for helping people meet human needs and achieve human goals. In fact, this is the primary purpose for which people themselves take part in them — to meet *their* goals. And when an organization does not serve this purpose for them they tend to withdraw from it. So organizations also have a *human development purpose.*
>
> I have been intrigued in my work with corporations, governmental agencies, and other organizations the last few years to observe the growing realization among their leaders that these two purposes are interactive and reciprocal. The work purpose is enhanced by the improvement of an organization's human resources, and human resources are enhanced by improvement in the quality of work purpose (e.g. through job enrichment). So when we talk about organization development we are also talking about human resources development — and vice versa.

The only reason the local library should go beyond the local library for continuing education is the same practicalities that makes it go beyond their limits in providing resources and services — the vast duplication of effort and expense as well as the impossibility of each library's being totally sufficient unto itself.

The State Library program is by no means, a model. It is presented in the context of the individual library in this article due to its functions and purposes which extend to the boundaries of the state and to all types of libraries.

As a Facilitator of Its Statewide Programs

One of the programs of the Illinois State Library with statewide responsibilities is the system-based services offered to the inmates of the correctional institutions. Robert Ensley, Consultant for Services to Institutions and the Physically Handicapped, and Joan Bostwick, Professional Assistant in the Library Development Group, have held periodic workshops for the staff members in the corrections program. Participants include system directors, system staff members with correctional program responsibility as well as the individuals who work as librarians in the institutions themselves. There are usually three to four of these workshops annually. While much of the content to date has been of an informational nature, the planning has been carefully developed so as to make each session an educational program.

In the spring of 1974, a series of workshops has been initiated to train inmates who work in the correctional facilities as well as the other library staff members in the techniques of handling legal library services. This is being carried out with the cooperation of the Department of Corrections, West Publishing Company, and the staff of the Illinois State Library and the ten library systems with state correctional facilities within their jurisdiction.

In 1972, Barry Booth, former consultant for Intertype Library Cooperation, began scheduling regular work sessions for the staff of the eighteen library systems and the Research and Reference Centers who have responsibilities for making the statewide interlibrary network function. Though the emphasis has been on problem solving, the outcome has been educational in nature. The network will only function as well as the people who do the work. Bill DeJohn, the current consultant for Intertype Library Cooperation, has just completed another series of these sessions. There are usually three sessions scheduled. Staff members from all four Research and Reference Centers attend all sessions. System staff members attend the session nearest their geographic area. To date, the outcome has been most positive in these areas: (1) identification of problems in network functioning, and (2) understanding of the integral problems of the eighteen systems and four Research and Reference Centers in fulfilling their network responsibilities.

For many years the Department of Books for the Blind and Physically Handicapped of the Chicago Public Library has served as the Regional Library for these users who reside in Illinois. With financial help from the Illinois State Library, the Chicago Public Library began a complete revitalization of this program in 1971. Ellen Zabel was hired by the Chicago Public Library that year. She has conducted numerous workshops throughout the state. Results have been manifold. New Subregionals have been formed where none existed previously, former Subregionals have been strengthened, operating procedures have been streamlined, new users have been identified and served and the library world is more aware of the services offered as well as problems inherent in providing services to this segment of the citizenry.

Another series of periodic meetings with continuing educational implications as the sessions of the system directors and board presidents called three times annually by Alphonse F. Trezza, Director of the Illinois State Library. Thougn primarily informational and problem-solving in function, experience shows a tremendous continuing education spin-off for the system board presidents. One disappointing feature here is the lack of attendance or the sporatic attendance by some of the system presidents. One of the most difficult problems faced by a system director is in helping his system board members begin to think of library problems on a broader base than the local library. These periodic meetings help the board presidents to see the statewide picture and the roles that must be assumed at the system and local library levels. Since the turnover among system directors in Illinois is relatively low, these sessions do not hold as much educational value for them as they do for the system board presidents.

As a Cosponsoring Agency

In fulfilling its responsibility to general library development in the state, the Illinois State Library joins with other agencies or associations in specific activities. Four specific projects serve as examples of this type of activity.

One example was the Pilot Project for librarians employed to work with patrons in the junior high and middle school age bracket at Rosary College in the fall of 1971. The initial impetus for the idea came from the Executive Board of the Children's Librarians' Section of the Illinois Library Association. The plan was developed in conjunction with the library school faculty at Rosary College. The Illinois State Library provided consultant services and funding. A group of practicing librarians, regardless of prior educational background, were provided with an opportunity to update their skills, knowledge, and attitudes in working with this segment of Illinois' Citizens in a semester-long program.

In an effort to encourage more Illinoisans to par-

ticipate in the annual fall Allerton Conference, the Illinois State Library in 1973 cosponsored the 1973 conference which dealt with the library implications of cable television. Forty librarians in Illinois attended as participants. The response was sufficient to have the State Library plan to also cosponsor the 1974 conference on personnel management and collective bargaining.

Another example is the series of PASS (Program for the Achievement of State Standards) Workshops which began in 1973, continued in 1974, and are projected into the indefinite future. The impetus for the series comes from Joint Committee for the Implementation of Public Library Standards of the Public Library Section and Illinois Public Library Directors Association. These two groups are sections of the Illinois Library Association. Additional information was given earlier when these activities were discussed under the work of the Illinois Library Association.

From the early days of National Library Week, the Illinois State Library has been an active partner. Most of NLW activities are clearly promotional and public relations oriented. With the addition of Legislative Day to NLW activities in 1973, legislation also became one of its purposes. In 1974 the Legislative Day activities included two sessions on the legislative process in Illinois. These mini-workshops are very clearly an educational opportunity for librarians and trustees. Most of the 900 individuals participating in Legislative Day attended at least one of the sessions. The panel presenting each session consisted of a librarian, a trustee, and a legislator.

In the Leadership Role

In some areas the Illinois State Library identifies unmet needs and itself proceeds to provide the required opportunities. Three projects serve to illustrate the point.

For several years the State Library has sponsored or cosponsored workshops on government documents. Illinois State Library is a natural leader here since no agency connected with public libraries has a more active program than it does. One has been conducted on state documents, two on federal documents, one on maps, and another on UN documents. These have been especially well attended by library staff members from all types of libraries and have come to be a part of the long-range programs of the Illinois State Library.

Another direct program of continuing education conducted by the State Library is its publishing program. It publishes two major publications: *Illinois Libraries* is published ten times annually under the editorship of Irma Bostian, and *Illinois Nodes,* a twice-monthly news publication under the editorship of Kathleen Kelly-Rummel. *Illinois Libraries* was the recipient of the H. W. Wilson Library Periodical Award in 1973. This unit of the Illinois State Library also produces other items from time-to-time. In 1973, *In Our Opinion,* the testimony presented to the National Commission on Libraries and Information Sciences in Chicago, in September 1972, *The Drug Crisis* and *Public Library Abstracts* were also published. Some articles and segments from *Illinois Libraries* are occasionally produced as separates; *Illinois Library Laws* is one example.

The Illinois State Library also takes an activist role in the production of materials for use in continuing education activities at other levels. In 1971 Becker and Hayes conducted an in-service program for ISL staff members on automation. The presentations are currently being video-taped for use by other groups desirous of similar opportunity. Becker and Hayes are also under contract to develop a series of filmstrip-tape study units on the basics of networking. These units are being developed for both group and individual utilization. Another production in progress is a slide-tape presentation for the Blind and Physically Handicapped Program. Its purpose is primarily for use with the public-at-large to enlist their help in identifying potential users but it will also serve as a means of orienting library staff members on the facets of the program.

In Behalf of its Own Personnel

The Illinois State Library employes 143 persons at varying levels of backgrounds, training, and competency. There is much that could be done which is not currently in practice but a number of activities are operational.

One program initiated in the fall of 1973 by State Librarian Michael J. Howlett is Operation Plus. This is a series of filmstrip-tape sessions designed for all employees in the Secretary of State's office. State Library Director, Alphonse F. Trezza has conducted the sessions for the State Library staff. The content deals with the service attitude needed by public employees, the moral and ethical responsibilities inherent in working for a tax-supported agency, and plain common sense courtesy. These are the very basics which employers all too often assume a staff member knows and observes without any leadership from them. Much too often in libraries, it is in this area that

public attitudes toward a library begin to break down regardless of a quality service program and superior materials collection.

An example of a program within the confines of the State Library is one called Operation Plus +. It is scheduled for the month of June 1974. All staff members will attend a presentation in each unit of the State Library to view its operation and quarters and hear the staff present its program of service. The capstone will be an evening session which puts the various units into perspective as the Illinois State Library. Alphonse F. Trezza, Director, will present the overview of the program of the entire library showing how each unit has a role to play in the mission of the State Library.

Illinois State Library staff members may also avail themselves of a state program of tuition reimbursement for formal courses they may take at local or area institutions. Guidelines developed by a committee of staff members are utilized in determining eligibility for reimbursement. These courses must be those which will help the staff member function better in his current position.

From time-to-time other needs are identified. The Illinois State Library utilizes all resources to accommodate these needs when possible. A recent example is a series of informal sessions on parliamentary procedure desired by several staff members. The library gave its sanction, staff members did the planning and used their personal time to attend and participate.

The State Library has always maintained a rather liberal policy on attendance of staff at professional meetings. Within the constraints of budget and organizational functioning, this policy has remained untouched. It may well be that with budgetary restraints currently in vogue for governmental agencies at all levels, more local activity may have to be increased as fewer staff members are able to attend regional, state and national conferences, institutes, seminars, workshops, etc.

And the Future

The Illinois State Library recognizes a universal need of the library community for continuing education at all levels and in every type of library and information agency. If this need is to be met it will require extended effort by all relevant groups involved in the process. The role of the State Library will be one of leadership, becoming in essence a catalytic agency. Specific activities will include encouragement of activity by others, consulting services, cosponsorship of activities, cooperative efforts with library education, trustees, systems, and other relevant groups. The State Library sees its primary role to be that of coordinating statewide activities and meeting the needs of its own personnel.

Conclusion

The foregoing survey of continuing education activities in Illinois is by no means definitive. However it does indicate the vast array of efforts currently in practice. It also demonstrates that the amount of activity is much greater than is commonly thought by the average librarian or trustee.

The survey omits the activities of several segments of the library community. No effort was made to cover those activities of library and media personnel employed in schools nor those employed in academic institutions. Emphasis was placed on public libraries. No coverage is included on those activities carried out by libraries to meet the needs of their own staff members. One exception to this omission was the Illinois State Library.

One major recommendation which must be considered in future planning does emerge. Activities must begin to be planned with less emphasis on the type of library in which the target audience is employed and greater emphasis on the needs of the library community at large.

Another major recommendation is also inherent. All levels of library employees of all types of libraries must have opportunity for continuing education — trustees, professionally trained librarians, operating librarians, technical information specialists, paraprofessionals, library technicians, clericals, etc. These opportunities should be provided by a coordinated effort of employing libraries, library systems, state agencies, national agencies, professional organizations, and former educational institutions.

A third recommendation is an outgrowth of the first two. All relevant agencies and groups must find a means of building incentive within each individual trustee and library staff member to participate and profit from those activities provided.

illinois manpower: program and commitment

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Leadership, funding, and commitment are important elements in manpower program development in Illinois. From 1961, when the first two graduate library fellowships were awarded, to the present, when 161 awards have been made, there has been a well-sustained scholarship effort and a continuing evolvement of innovative and responsive projects. The resultant success and national recognition has been influenced by the happy geographical location of the American Library Association in Chicago, and the resultant beneficial professional exchange; the leadership and enthusiasm of the Illinois Library Association; and the dedication of many individuals in the field and in graduate library schools in the state.

Illinois has been fortunate also in the directors of its manpower program. Dorothy J. Anderson established the first Library Careers Center at the University of Illinois, Chicago Campus in January 1965. She greatly expanded the scope of the program, and developed the pattern of administration. In 1967, Barbara Conant was appointed to head a second office at the University of Illinois Urbana campus. At this point a coordinated program for the entire state was developed, and full-scale approach to recruitment possible.[1]

Cosette Kies, successor to Dorothy Anderson, headed the program until 1971, and further expanded the promotional and public relations aspects. In 1970, she won the H.W. Wilson Recruitment Award for Illinois. In 1973 the Chicago office was closed, and all activities centered in Springfield. This shift in emphasis, from active, statewide recruitment emphasis and activities to a more concentrated, yet broadened program, had a parallel on the national scene.

In the early and middle sixties, a number of reports, conferences, and publications emphasized a condition apparent to the profession, a strong need for manpower to meet needs of libraries in the present and future. The report by Drennan and Darling in 1966 emphasized the present and future needs for professional librarians.[2] Its findings supported the concerns expressed by speakers and attendees at the conference sponsored by the American Library Association and the National Book Committee in 1967.[3] Even earlier, articles stressing personnel shortages, like the one by Stout, had appeared in the early sixties.[4]

In response, professional enthusiasm, which peaked in the 1969 ALA Altantic City Convention, produced an ACONDA-ANACONDA *Joint Report* which called for new and stronger manpower priorities.[5] A new ALA Office of Library Manpower Resources showed new attention to minority manpower recruitment and development; a keener concern for "women in a woman's profession"; new attention to education and individual development.

In the early seventies the climate has changed. The recruitment position is "bearish," although the interest in the profession, perhaps engendered by earlier publicity and promotion, seems stronger. A shift in the national political philosophy, the threat and reality of the present and future decline in federal support has accelerated a reversal of optimism and an increased concern with professional and institutional survival.

In spite of problems and complexities, present and to come, there have been good omens. In the threat of decreased federal funding, there has been a warming increase in state funding. In the present turmoil of education, and the decline of private colleges, there has been a diffused but appreciable shift to a broader and stronger peripheral development of

[1]"The Illinois State Library Recuirtment Program," *Illinois Libraries*, (May 1967), pp. 364-396. "Recruitment and Library Education Issue."

[2]Henry T. Drennan and Richard L. Darling, *Library Manpower: Occupational Characteristics of Public and School Librarians*, (Washington, D.C., Government Printing Office, 1966).

[3]*Library Manpower Needs and Utilization:* A Conference Cosponsored by the Office for Library Education and the Library Administration Division, ALA, with the cooperation of the National Book Committee, (Washington, D.C.: March 9-11, 1967).

[4]Donald E. Stout, "Personnel Shortages: The Library Profession's Number One Problem," *Library Journal*, (January 1, 1962), pp. 38-42.

non-core and nontraditional education.[6] "Diversity by Design" is not just a clever title, but an indicator of a new trend of tremendous importance to libraries.[7]

It is true that we not longer have an applicant's market for jobs. There are no longer seven or more positions among which the new applicant may make his selection. Those positions which do occur are often in less desirable locations. And, in spite of their being beginning level positions, they often call for "hands on" experience in libraries. Frequently they require a high level of administrative and professional judgment, and demand skills in working with communities and boards without sophisticated knowledge of library service.

A yet unpublished report on library manpower produces some tentative and suggestive conclusions. Among them is the presumption that the growth of the profession will be somewhat slower in the 1970-1985 period than in the proceeding fifteen years; that there will be a proportionately greater increase in nonprofessional employees; and the opportunities for the field will closely parallel the population growth in schools and colleges.[8]

The change of ratio of professional *vs* nonprofessional employees in libraries, however, strengthens the need for the highly qualified, mobile, and flexible candidate. The increasing trend towards interlibrary cooperation on all levels, also increases the need for individuals for high level coordinating positions with broad ability and experience. The problem which Legg so aptly describes of conflicting and competitive hierarchies among libraries and library speciality loyalties must be resolved.[9] In Illinois, support for manpower programs is strong.

Scholarship Program

Illinois is now in the fourteenth year of its library scholarship program, and shares this support with three other states: Arkansas; California, (Minority Manpower); and West Virginia.[10] Since its inception in 1961, Illinois has awarded 161 individuals with scholarship support up to $3,000 each. The awards have attracted individuals of high scholastic competence. Five of the last twenty award winners have also been members of Phi Beta Kappa, and an increasingly superior scholastic level is characteristic of the winners.

Some studies have already been made of the Illinois program. The first, by Ronald R. McGriff, himself a scholarship winner, was made in 1970.[11] At that time, he found that the program, originally designed under the Library Services Act, to serve rural libraries, had increasingly attracted urban area students to work in urban public libraries. Among the 86 percent who were residents of Illinois, 64 percent were from the Chicago metropolitan area.

Of the total group of 77, only one was not Caucasian. More than two-thirds had attended undergraduate schools in Illinois, and almost three-fourths of the group attended graduate school in Illinois. The group was 74 percent female; 58 percent single; 84 percent between the ages of 20 and 39, and an overwhelming majority, 88 percent, had majored in either the humanities or social sciences.

Perhaps a major finding of the McGriff study was the completely urban character of the individuals chosen; libraries selected for their work in the field, and the urban character of their graduate and undergraduate training. Naturally, in terms of their orientation, interests, job security and economic satisfaction, they moved to familiar territory.[12] In terms of satisfying rural needs for trained professionals, the program was less successful than other state programs.

A later study, by Michael Madden, compared three state library scholarship programs in Illinois, Ohio, and Missouri.[13] In all programs the administration and planning of the programs were considered excellent. Ohio was considered highly successful in retaining recipients in the state; Missouri is outstanding in spreading the effects of the program over the entire state, and providing better service to rural areas; while Illinois had a higher concentration in the urban areas. A concern, also voiced in the McGriff study, was the relatively high number of males who

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[5]Ad Hoc Committee, Activities Committee on New Directions for ALA, (ACONDA-ANACONDA) *Joint Report*, (Dallas: ALA, June 1971).

[6]Stanley Moses, *The Learning Force: An Approach to the Politics of Education*, (Syracuse, N.Y.: Educational Research Center, Syracuse University, March 1970).

[7]*Diversity by Design*, Commission on Non-Traditional Study, San Francisco, Jossey-Bass Publishers. 1973.

[8]Library Manpower: *A Study of Requirements and Supply:* Preliminary Draft, Washington, D.C.: U. S. Bureau of Labor Statistics, January 1974.

[9]Jean Legg, "Coordinating Library Services Within the Community . . .", *American Libraries*, (May 1970), pp. 457-463.

[10]*Financial Assistance for Library Education 1974-1975*, Chicago: American Library Association, 1973, pp. 2-42.

[11]Ronald R. McGriff, *A Study of the Scholarship Project of the Illinois State Library*, A Paper . . . submitted to the University of Minnesota, August 1970.

[12]Ronald R. McGriff, *op. cit.*, "Conclusions and Suggestions for Further Study," p. 62.

[13]Michael Madden, "A Comparative Study of Three State Library Scholarship Programs," A Research Paper Presented in Partial Fulfillment of the Requirements for the Degree Master of Arts Department of Library Science, University of Missouri, Columbia, June 1972.

did not complete the program. In his summary, Madden recommended further studies on the implications of the program, and the need for change and review.[14]

An updating and current analysis of the total scholarship program is currently planned, as a preliminary to an evaluation of future activities. Some data is available and provides some background. In May 1974, 161 persons have been awarded scholarships. Of this total, twelve are still in school or just graduating, and ten have not yet entered school.

Of the 139 others who received scholarships:

139 were admitted to graduate library school

10 did not finish the program. They have repaid or are repaying this money.

129 completed graduate school

97 completed their two-year work agreement, or are now in the process of completing it.

32 did not complete their work agreement

22 either worked part of the program and repaid the balance, or repaid the full amount.

10 are special problems (only three, however, never worked in the library field).

An analysis of the date since the last report published in the program will show a significant increase in the percentage of minority group members among the recipients; a definite increase in the percentage of those completing graduate school. (Most of this group were in the early years of the program, when academic and personality qualifications were not so formally screened.) Between 1961 and 1969, there were 74 awards and 71 who did not receive awards; between 1970 and 1974 there were 87 awards and 226 who did not receive awards.

Although candidates can and do receive awards regardless of residence in Illinois, all are required to work two years in public library service in Illinois. Of interest in a future study will be the present tendency of recipients to remain in the state, and in the public library field after the completion of the two-year work agreement; their activity in professional organizations, and their growth and impact on the field.

Minority Manpower

Recognizing the need for recruitment of candidates who have leadership ability and community leadership experience, the Illinois State Library and the American Library Association joined in support of the "Minority Manpower Project" which involved community leaders from various ethnic groups as an Administrative Council, the cooperation of the metropolitan area Chicago library schools, and staff from both agencies.

This project came out of several combined forces: the community leaders themselves, the leadership of Chicago librarians and ALA staff, and support and funding from the Illinois State Library under Title I funds. Ten recipients were selected and eight have completed the graduate school program at Rosary College. Two others began the program and did not finish. One recipient died. The other was not able to complete the graduate work. They also attended Rosary College. At the moment an outside evaluation of the program is being planned. Subjective and personal impressions of the program would support the validity of its purpose, and the value of its pioneer effort. It has already served as a catalyst, under the direction of Marilyn Salazar of the ALA staff, in the promotion of programs in a number of states, and promoted a real sense of movement and commitment among libraries and librarians.

A strong and urgent sense of the need to find and develop leaders among all ethnic groups and among all levels of positions in libraries is a long-range and continuing goal of this and other manpower programs.

Shared Staffing

The Illinois State Library has also been involved in programs which support present system staff and extend system services. An example is the Shared Staffing Program which encouraged system headquarters service in reference. One position in each system has been partially funded by the State Library to provide for a professional with several years of reference experience to strengthen services, by development of book resources at headquarters, improvement of actual reference service, and training of small libraries staff in advanced reference procedures. Several system positions have been used for other necessary skills, but this one-time program has had statewide impact.

Shared Staffing: II

A new program is in the preliminary stages. It has been reviewed and approved by the Illinois State Li-

[14] *Ibid.*, "Summary, Predictions and Suggestions for Further Study," pp. 42-44.

brary Advisory Committee, and guidelines have been prepared for preliminary discussion and information for the consideration of system directors. The *Guidelines*, which follow, attempt to meet in part a long-term need.

The program, which supports, as overarching objectives of the State Plan[15], has the following objectives:

1. To improve the quality of library service in communities now unable to afford professional staff;

2. To assist libraries in the process of meeting minimum standards by offering incentive through special personnel grants;

3. To establish a basis for cooperative effort with long-range potential for developing larger units of library service.[16]

The essential elements of the program include the sharing of a professional staff member by two or three libraries; the support on a descending scale for three years of the salary and benefits by the Illinois State Library and the system; agreement on a plan of service for the libraries involved; the final assumption of the shared salary by the libraries involved. The program is limited to public member libraries in systems.

The proportionate shares would be:

	Illinois State Library	*System: Libraries*
1st year:	2 libraries: 70% 3 libraries: 60%	30% (10% each unit) 40% (10% each unit)
2nd year	2-3 libraries: 50%	50% (system 10%; libraries 40%)
3rd year	2-3 libraries: 25%	75% (system will pay minimum of 10% may pay more)
4th year	NO SUPPORT	100%

Fellowship Program

This program is modelled on the grant program of the Council on Library Resources, and attempts to provide opportunity for professionals in public libraries in Illinois to have opportunity for related professional special study. Staff of libraries which are members of systems in Illinois are also eligible. Salary for the approved leaves of absence plus related expenses of study and travel will be paid by the Illinois State Library. Specifically eliminated is leave to complete formal programs of study. The program hopes to encourage research and/or related study which will promote the advancement of library service in Illinois. Preliminary guidelines have been issued.[17] The program is still to be approved in final form by the Illinois State Library Advisory Committee.

Related Activities

The State Library is also providing funding and staff support for the Allerton Institute on Collective Bargaining, to be held in November 1974. Since this topic of of major concern to libraries in view of developments in government employment, the State Library has joined the Graduate Library School of the University of Illinois in its sponsorship. In addition the State Library provides encouragement and program support to matters of broad interest to the advancement of libraries and library manpower in Illinois. It attempts to provide continued leadership, funding and commitment in a changing and evolving responsibility.

[15] *Meeting the Challenge: Long-Range Program for Library Development in Illinois:* 1973-1978. Springfield, Illinois: Illinois State Library, 1973.

[16] *Manpower Position Paper No. 1: Shared Staffing: Guidelines* Springfield, Illinois: Illinois State Library, 1974.

[17] *Manpower Position Paper No. 2: Fellowships: Guidelines.* Springfield, Illinois: Illinois State Library, 1974.

continuing education in michigan

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"No person is too old to be excused from continuing education in librarianship."

"If librarians are young enough to work at the age of 80, then they should attend workshops."

These were two of the reactions of members of the State Board for Libraries when it was suggested that some of the older personnel in Michigan libraries could be excused from further need of certification.

Chalk up a firm commitment for continuing education from State Librarian Francis X. Scannell and his staff — and it would seem that this is echoed enthusiastically by librarians throughout the state. Michigan librarians, led by the current ALA president, are active exponents of workshops, in-service training, and courses to add to their experiences and knowledge.

Let's begin the article on continuing education activities during the past two years with the State Library (showing the bias of the writer), but it has had a long tradition of conducting workshops for those public librarians who need Certificates of Library Experience. The certificate, one of seven issued by the agency, is granted to individuals graduated from high school who have successfully completed one library workshop sponsored by the Michigan Department of Education, State Library Services, or have equivalent training. It is reissued after three years if the librarian provides evidence of continuing growth through academic courses, institutes, or other in-service education. Incidentally, this is the one certificate which requires regular reports.

Three week-long workshops were scheduled in the past two years so that the untrained public librarian could meet the standards. They studied subjects covering selection of materials, administration, reference, and organization. Storytelling, display techniques, and sessions on use of audiovisual equipment were on the agenda as well.

There were renewal workshops for librarians who did not choose to pursue any other courses during the three-year interval between certificates. Specific subjects studied (yes, in week-long sessions) were *Michigan Materials and Genealogy* (a best seller), *Organization of Materials*, and *Reaching the Adult*. In each the students were offered practical approaches to problems, encouraged to exchange information, and assigned homework.

The students attending *Reaching the Adult* enjoyed preparing the TV spot announcements and presenting them on TV (in color) and for all their work they had an immediate rerun of the efforts.

With everybody being evaluation minded, it should be noted that these participants were polled twice on their reactions; once at the end of the week for their initial response and again at the end of a six-month period when the euphoria and glow had subsided into objectivity. For some there had been considerable impact and a happy gold star appeared in an annual report about reaching objectives.

With the ESEA II funding available many more schools in Michigan have been able to establish libraries and/or media centers and this is particularly true at the elementary and middle school levels. Currently, three-day workshops are scheduled by school library specialists during the school year at the request of Intermediate School Districts, if superintendents and librarians believe that outside assistance would prove helpful.

For aides working with professional librarians, the specialists introduce library organization so that each can understand assigned library tasks. Duties such as filing, typing, catalog cards, and order forms are explained and aides are offered basic information on how to locate materials for the student, and care of the vertical file. Relationships with the school community are examined. Workshop sessions for the nonprofessional with varied educational background include enough information so that they can organize their libraries at a basic level.

For the professional staff throughout Michigan, the State Library has designed conferences so that librarians from public libraries, schools, colleges, community colleges, universities, institutions, and special libraries will be interested in attending and, as

much as possible, the same mix is represented on the program. We have discovered that the experiences and ideas from the broad spectrum of the profession create stimulating sessions and there is now communication across library lines.

Even though interlibrary cooperation may not yet be an instant happening, at least there has been a small dent made on those previously impervious walls.

One workshop topic, censorship, brought a resounding response from a great number of librarians and trustees all over Michigan and would seem to be a major issue pertinent to all. The five one-day conferences located in various parts of the state proved provocative to those attending and satisfying to the planners.

Programs included those librarians who have faced censorship attacks, small group book discussions on titles that have caused problems (*Slaughterhouse Five, Go Ask Alice, Down These Mean Streets,* among others), an analysis of the Supreme Court decision and its effect on local attitudes by a lawyer, and important to the librarians' needs, suggestions of guidelines to the selection of materials.

Focusing on minorities in Michigan, three two-day conferences were scheduled on *Reaching Out to the Black Community, Reaching Out to the Spanish Speaking,* and *Reaching Out to the American Indian.* Those who attended heard dramatic, sometimes controversial presentations, producing considerable emotional impact for the listeners.

In each, the groups were introduced to the Michigan as well as the nationwide situation facing the minority groups, ongoing programs by Michigan libraries were identified, materials by and about minorities were described, and agencies dealing with these groups were mentioned.

It was soon apparent that too few librarians were offering outreach programs and at *Reaching Out to the American Indian,* the activity by schools or public libraries was embarrassingly absent, even though there are reservations and many Indians living in Michigan cities. As a result, and with the cooperation of the Department of Education's consultant for Indian Education, a workshop on *Library's Role in American Indian Education* was planned. Despite a blizzard on December 13, the 33 who managed to struggle to Clare, Michigan learned more specifics about the laws for American Indian education, problems of the Indian in the state and basic programming ideas.

The staff of the State Library pointed the way to further interlibrary cooperation with *Library's Role in the Bicentennial* with the Honorable James Brickley, Lieutenant Governor of Michigan and chairman of the Bicentennial Commission, sparking the program.

There have been workshops for specific groups too. School media supervisors not only had a workshop on workshops but were introduced to the case study approach by Peggy Sullivan, now executive secretary of the Library Education Division of ALA, and a superintendent of a Michigan school.

The institution specialist drew on his contacts with the leaders in the Departments of Corrections and Mental Health for *Library's Role in Rehabilitation.* During the two-day conference the status of Michigan programs was outlined, suggestions made on possible avenues of service to those in correctional institutions, hospitals, and schools for the emotionally disturbed. Problems of censorship and the lack of funds were graphically presented and most important to the discussions were the attempts to direct listeners to the reasons why persons were institutionalized and how to understand and serve them.

Human Development Through Reading touched on selection of materials for use in therapeutic service and was still another effort to alert librarians to those least served.

The library educators in the graduate library schools, undergraduate, and library technicians' programs met to explore the current problems and programs in Michigan, and to hear from Peggy Sullivan (that busy executive secretary of LED in ALA) discuss the educational scene. It is one of a series of conferences for this group sponsored by the State Library.

Public as well as college librarians have been attending a series of workshops sponsored by the Library for the Blind and Physically Handicapped. Staff members have scheduled these for librarians in areas where such regional libraries have been established.

The staff has been participating in other orientation sessions throughout the state and at workshops sponsored by systems.

But let's change from the activities of the State Library to the associations. The Michigan Library Association has contributed to the perpetual motion of educational programs by sponsoring workshops in its chock-full agendas at annual meetings, with the publication *Michigan Librarian,* and in the addition of a continuing education committee to its ranks. Officers and committee members are particularly fortunate since the organization also holds a leadership conference in the fall with the new president.

Life Long Learning, the theme of the 1973 conference, set the tone for the entire year and the

schedule arranged by the divisions, round table, and sections as noted in the *Michigan Librarian* would allow any willing participant an opportunity to learn about a number of important library problems and trends. There were: a mini workshop sponsored by the reference section on use of public library map collections; JMRT Newcomers Day; and a mini workshop on adult services by the Public Library Division. That division also experimented with a "Conference in a Bag." For this (to conserve energy) the person stayed home and participated by carrying out programs sent in that brown bag on the subject of cable TV.

The AV section scheduled a *Hands On Workshop* (practical applications of media — not encounter!); and children's services at their annual two-day workshop emphasized *Realism in Children's Books* for those readers in middle elementary grades, discussed sexism in children's books and looked at the Nancy Drew series where both pro and con supporters were vehement in their stands.

Public library trustees planned workshops too (as always) and these were cosponsored by the State Library and MLA Trustee Division. Legislation, legal problems, and censorship were their concerns.

In between all these divertissements everyone is hard at work in planning that seven state meeting scheduled for Detroit in 1975.

The annual conference of the Michigan Association of School Librarians and the Michigan Audiovisual Association (now to be called MAME — Michigan Association for Media in Education) allowed attendee to hear about varied areas of school librarianship and it was practical as well as inspirational. Included were tours of media centers, furniture and equipment companies, session on the instructional design workshop, the paraprofessional, and on designing instructional modules that won.

To turn from these samplings of association activities to any realistic recording of the efforts toward continuing education by community colleges, colleges, and universities would be downright time-consuming and it would be presumptuous to pretend to be an authority. All of these institutions are alert to the ambitions and requirements of the communities surrounding their campuses. Librarians as well as all the citizens can take advantage of the lifelong learning, the extension courses in library science, and credit courses offered.

One program might be cited: a media workshop was scheduled by the Orchard Ridge Campus of Oakland Community College. The directors noted that one of the primary functions of a community college was to serve as a resource for the community and the course was offered to provide an opportunity to refresh learned skills and/or begin to see where their new responsibilities fit into the library scheme.

Staff of the graduate library schools have been examining their roles in continuing education and each (Wayne State University, University of Michigan and Western Michigan University) has assigned professors to study how the schools can add to their programs and assist the graduate. University of Michigan sent out a questionnaire to their alumni and directors of libraries. A tabulation of the answers may bring new features or reexamination of current curriculum.

Western Michigan University Library School explored the role of the media center within the framework of informal education in the elementary, middle, and junior high at a two-day workshop. The U of M and WMU cooperate in a program which cross-lists their courses at the Grand Rapids university extension center and all three have conducted Institutes for Training in Librarianship with support of the United States Office of Education.

Librarians attending these institutes, workshops, and programs sponsored by universities, associations, library schools, and the State Library, learn new techniques, activities with role playing, simulated game activities, and other experimental approaches, and of course, the AV media is always present.

Popular law, cable television communication skills with staff, and public strategies of management, reference, and *reading for fun, reading motivation* are subjects which some of the public library system directors have explored in workshops and conferences with staff and others.

Using the resources available from the University of Michigan, the Mideastern Library Cooperative presented that workshop on communication. This system is a combination of city and county libraries in the Flint area, plus other libraries which are in less densely populated areas. Their continuing education programs are varied, touching on display techniques, media, group dynamics and communications, and even binding and repair.

The Library Network of Macomb, in the southeast area of Michigan, is also taking advantage of the abilities of others in a cooperative arrangement with Wayne State University in a workshop on strategies of management. Many workshops by system directors are authorized for certification by the State Library.

Reference is on the mind of the State Library as well as other systems and a week-long workshop is scheduled for this summer. In the Monroe County Library System reference was taught informally with much participation and seemed most effective in the

results. The techniques spread to the Upper Peninsula where the two systems presented on a cooperative basis their first system workshop on this subject.

The Upper Peninsula's professional librarians are internationally minded, too, since they meet regularly with the Canadian librarians across the Sault Locks. Because of this contact, a tour of the Canadian Sault Saint Marie Public Library was sponsored by the State Library when one of its beginning workshops was held last year at Lake Superior State College.

But there must be a halt — even though the writer wants to include other examples. Let's just report that continuing education is lively and well in Michigan but there are needs.

Clerical staff receive little ongoing training. Directors need new ideas and encouragement to work with staff through more effective in-service programs. Not everyone takes advantage of the organizational library activities thus missing out on the imaginative efforts of the planners. There should be more exchanges of staff or internships.

It can be said, however, that associations and all the other institutions are reaching out. They want that "Young in Heart" librarian to seek stimulation and growth in continuing education.

continuing education in missouri

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Continuing education for librarians in Missouri first moved onto a statewide basis in the late 1950s. There were two major forces that combined at that time to stimulate its growth. The first was the successful completion of the state's massive effort to extend library service to unserved areas which began in 1944. The major focus of the library effort shifted to improving the library service offered. The second force was the Library Services Act of 1956 which provided funds for such an effort. From this beginning, development has been continuous and overall growth constant. The effort has, however, been diffuse, as a large number and variety of library groups have become involved. The tactics and even goals behind their efforts have also changed with time.

Missouri State Library

In 1958 the Missouri State Library first approved funds from the Library Services Act to finance an educational program for personnel in public libraries serving rural populations (a limitation inherent in the forerunner of LSCA). Personnel was divided into four groups, and a program was planned for each group. Personnel was divided as follows:

(1) Head librarians and staff of county and regional libraries with professional degrees.

(2) Head librarians of county, regional, and municipal libraries of medium-sized budgets without full professional training,

(3) Librarians and staff of small municipal libraries or county and regional libraries,

(4) Library trustees.

The institutes for the first group consisted of two one-week sessions a year. Under a loose agreement, first the Rutgers Library School and then the University of Illinois Library School provided the necessary staff. Gretchen Schenk coordinated an annual one-week institute for the second group. Both of these institutes were held on the Columbia campus of the University of Missouri. In 1961 the institutes for these two groups were combined. Although many of the administrative details for these institutes were handled by the Missouri State Library, they were planned and conducted by the library schools' staff or by Mrs. Schenk. Topics covered included "Planning and Developing Your Library Service Program," "Library Service for Young People," and "Current Trends in Reference and Information Service."

For the third group two or three-day area workshops were held in various state locations. These were the direct responsibility of the Missouri State

Library field staff. The programs were planned to cover essentials of service and simplified routines.

The trustees' institutes were organized as "Governor's Conferences"; and were held one day in each of five locations. They were sponsored by the Trustees and Citizens Division of the Missouri Library Association in cooperation with the State Library. Attendance of librarians, citizens, and others was encouraged, as well as that of the trustees. Gretchen Schenk served as the consultant the first three years. After that the coordinator changed each year. Although the format varied for the years 1964, 1966, 1967, and 1970, when one statewide conference was held, and no conference was held in 1971, the workshops have continued in the same basic pattern. Since 1969 they have been called simply Trustee Workshops.

After the 1962 survey, "An Evaluation of the Missouri In-Service Training Institutes, 1958-1961," changes were made in the other programs. The institutes for the first two groups, called "Administrative Librarians" institutes by now, were conducted by the staff of the University of Missouri library school, and concentrated on management techniques and were held on the campus. Then, in 1964, the emphasis shifted to reviews of subjects in an effort to keep public librarians aware of new information in various subject fields and more aware of current social programs. In 1960, and following an added special one-week session in 1965 on in-service training, the institutes were limited to one spring session each year. Since 1964 the institutes were directed by an expert in the subject field, and speakers were drawn from other state and national authorities. Dr. Charles Madden, then with the Stephens College English Department, now with Webster College, conducted the 1966 session on contemporary literature so successfully he has directed five institutes since. Some of the subjects covered besides contemporary literature have included psychology, history, fine arts, science, and technology. Since 1964 the institutes have also moved off the University of Missouri campus to the most convenient spot, taking into account subject, director, speakers, and available space. In 1973, with financial assistance for the first time not available from LSCA, a limited institute was conducted in the fall. It turned out well since the topic chosen was state government. Space was located in the Senate Lounge of the State Capitol, and speakers such as Governor Bond, the state treasurer, several state representatives, and many others donated an hour to explain the functions of their offices. The libraries for the first time were asked to pay the expenses of their representatives.

The Area Institutues were discontinued in 1966, following the same basic pattern. In addition, another level of conference was begun in 1964 for this group of personnel, namely librarians and staff of small municipal libraries or county and regional libraries. Usually called the August Institutes, the programs are conducted by the University of Missouri library school. They started as two-week sessions — the first week covering the basic public library philosophy, the second week and both weeks after the second year covering basic library techniques, such as children's services, book selection, the library as an information center.

In 1967 the series was started over for personnel who had been employed since 1964. A one-week session was created for them to follow the two-week session. The content of this second session was subject oriented as the Administrative Institutes had been since 1964. Both sessions continued to be coordinated by University of Missouri library school staff. In 1970 the series was again initiated. This time the beginning group session was limited to one week so that two one-week subject oriented sessions could follow and still remain in the three-week time period.

The Area Institues were discontinued in 1966, since in the two years the August Institutes had functioned, it appeared that they could take the place of the Area Institutes. However, in 1970 a new series of one-day workshops extending for six days was begun at Northeast Missouri State University for those personnel who were not able or did not wish to be away from home overnight. In 1973, these one-day workshops were held at Missouri Western College in St. Joseph as they will be in 1974. One general topic is selected for the entire six-day session, and it is developed in successive phases each day.

For the first time in 1972, the Missouri State Library sponsored a series of workshops for librarians in state institutions, either correctional or hospitals and mental health facilities. These workshops were directed by the State Library's Institutional Consultant and featured national authorities. The series began with the philosophy of library services in such institutions, but moved into more practical material such as audiovisual services and acquistions.

Missouri Association of School Librarians

School libraries in Missouri are supervised by the Department of Elementary and Secondary Education. Continuing education for school library personnel has therefore been separate from that developed

for public librarians. Continuing education has evolved largely through the efforts of the very active Missouri Association of School Librarians. The association has two statewide meetings each year. Every fall the school librarians meet for a one-day session in conjunction with the Missouri State Teachers Association Annual Convention. A nationally recognized speaker is invited and a series of workshops conducted. The emphasis is practical "how-to." Then, since 1970, MASL has held a two-day spring conference, whose primary purpose has been educational. Each year a national school media authority is asked to speak as is at least one children's author. This April the conference is featuring (1) Helen Lloyd from the University of Michigan's School of Library Science, and (2) Madeline L'Engle. The content of these conferences is intended to be theoretical and motivational. MASL was also instrumental in a recent change in the certification standards for school libraries which will go into effect this coming fall. This change, as well as a general upgrading of school accrediting standards by the state department, has necessitated the return of many school librarians to universities during the summer months. As a result, Missouri colleges and universities are now offering more library courses each summer. In addition to the regular summer courses, two institutions offered one-week courses for school media personnel last year, and will do so this year. The University of Missouri School of Library and Informational Science provides short-term courses in August in the St. Louis area. The Lindenwood Colleges, also in the St. Louis area, are offering two one-week courses in June.

Some school librarians have organized workshops on a local level. An example is one held for the past two years in Cape Girardeau and organized by Sally Metz, a school librarian in Bloomfield. The one-day workshops, which they call "drive-up" workshops, feature national figures, and are on such practical matters as utilizing audiovisual materials. In some locales — Jefferson City and Moberly — the school media personnel have organized workshops with the public library young adults librarians.

Missouri Library Association

Various divisions and committees of the Missouri Library Association have also contributed to the effort to supply continuing education opportunities for Missouri librarians.

The Trustees and Citizens Division has contributed greatly to the planning and directing of the Trustee Workshops described above. MASL is a division of the state association. Last year under President Stephen Whitney the Public Library Division formed a series of Blue Ribbon Study Groups to conduct searches of various opportunities and problems challenging Missouri public libraries and to propose to the division at the annual MLA convention that the division concentrate on meeting that particular challenge in 1973-74.

The Junior Members Round Table initiated in 1970 a series of Management Workshops intended to acquaint young professionals in middle-management and supervisory positions with basic management techniques. The workshops, held on the University of Missouri campus, are coordinated by Don Webb, a professor of marketing at the University of Missouri. The workshops have been conducted through the University's Extension Division Conferences and Short Courses Department, and have relied heavily on the University business faculty. Since the Missouri State Library has again used LSCA funds to assist in the funding, JMRT officers were faced in 1973 with either discontinuation of the workshops or a change in format. They decided to hold a "mini" workshop, a one-day session in a local public library with only one speaker.

For 1974 a two-day session is again being planned, as this year it was decided to try to increase attendance and thereby increase available financing. The JMRT officers asked other MLA affiliates to cosponsor a workshop, and three agreed to do so — the Public Library Division, the Trustees and Citizens Division, and the Library Education and Manpower Committee. Dr. Webb will continue to coordinate. The workshop this year will cover job analysis and description, the evaluation process, and compensation policies.

The Library Education and Manpower Committee of the Missouri Library Association is using federal monies to make grants to individual five-year degree librarians in a Missouri public library to attend a workshop, institute, or other means of continuing education. These fellowships cannot be applied toward a sustained academic program or to regular association meetings. They can be applied to a regular course in an academic institution.

An annual one-day workshop has been held by the Outreach Committee since 1972. Since outreach emphasizes cooperation with other community agencies, speakers from state and local groups that also work with the disadvantaged or isolated have been utilized. In 1973 each of the participating librarians was asked to invite an influential community leader be (s)he sheriff, welfare director, or social worker to attend. A June workshop is now being

planned by the committee.

The young adult librarians in the state held a 1973 workshop called "Youthquake," which was sponsored by the Missouri Library Association and the State Library. It featured a dynamic program on library services to youth. An unusual feature of this two-day affair was that several librarians each brought a group of young adults. Frank Bonham and Susan Hinton were the guest speakers. Topics discussed included communications and how to use films.

Libraries

At another level the workshops and institutes are held in a variety of regions in the state. One of the more active groups in the state in continuing education is the Grand River Library Conference. The conference consists of the public libraries in 12 northern counties. Their staff meet on a quarterly basis, often featuring an educational program. Last year this group was responsible for sponsoring a highly successful series of three one-day workshops on public relations. Directed by Dianne Myers, Little Dixie Regional Library, the series was so successful that libraries in central and southeastern Missouri repeated the initial day which featured Dr. Margaret Fagin of the University of Missouri-St. Louis in a discussion of interpersonal relations and transactional analysis. The Mineral Area Libraries' Conference is a similar group. It consists of a number of small municipal and county libraries in an area just south of the St. Louis metropolitan region. A third area of concerted regional continuing education is in the southwest centering around Springfield. The Springfield-Greene County Library system has had an active in-service training program in the past, and in 1974 they are utilizing an LSCA grant to fund an expanded program which will center around seminars covering such subjects as anthropology and archaeology, history, and science. Instructors will come from area educational institutions. The emphasis will be on the literature of each field, but will not be chiefly bibliographic. All library personnel in any type of library in southwest Missouri have been invited.

An exciting workshop entitled "Censorship and Sanity" was held in February 1974. It was cosponsored by the Kansas City Public Library, the Kansas City Association for Mental Health, the Mid-Continent Public Library, and the Missouri State Library. The one-day workshop explored the flow of information and its impact on human development and on related social policy (availability of materials in libraries, role of the media, educational policy).

In-service Training

Too many individual libraries, be they municipal, county or regional, have excellent in-service programs to single out any, but of particular note is a current St. Louis Public Library project. The library has applied for an LSCA grant to fund a project that will permit them to assist its own employees to obtain formal training in library science at the Florissant Valley campus of the Junior College District of St. Louis under a program of training for library technology.

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Workshops and Institutes

I. August Institutes for Nonprofessional Staff

Date	Duration	Where	Content (Topic)	Director/s	No. of Participants
August 10-21, 1964	2 weeks	Columbia (Univ. of Mo.)	The Public Library: A Tool for Modern Living (1st week)	Graham Sadler	41
			Children's Library Services (2nd week)	Marion Albrecht	
			The Library as an Information Center (2nd week)	James Flood	
August 9-20, 1965	2 weeks	Columbia (Univ. of Mo.)	Library in the Community	Syd Shinn and Dorothy Naughton	43
			The Library as an Information Center	James Flood	
			Library Service to Young Adults	Barbara Palling	
August 8-19, 1966	2 weeks	Columbia (Univ. of Mo.)	Book Selection	James Flood	45
			Adult Services	Mrs. Jewell Smith Virginia Walton Martha Maxwell	
August 8-19, 1966	2 weeks	Columbia (Univ. of Mo.)	Books and Materials Services to Adults	James Flood	
August 7-18, 1967	2 weeks	Columbia (Univ. of Mo.)	The Public Library	James Flood	
August 21-25, 1967	1 week	Columbia (Univ. of Mo.)	Contemporary Literature in the Library	Mrs. Dorothy Merrill	29
August 5-16, 1968	2 weeks	Columbia (Univ. of Mo.)	Library in the Community	Gene Martin and Peggy Smith	
			Library As An Information Center	James Flood	
			Library Service to Young Adults	Barbara Palling	
August 19-23, 1968	1 week	Columbia (Univ. of Mo.)	Five Views of the Sciences	Harold Holland	
August 4-15, 1969	2 weeks	Columbia (Univ. of Mo.)	Book Selection and Adult Services	Harold Holland	
August 10-28, 1970	3 weeks	Columbia (Univ. of Mo.)	Ecology and Environment Contemporary Literature The Public Library	Harold Holland	
August 9-13, 1971	1 week	Columbia (Univ. of Mo.)	The Library and the Community	Harold Holland	
August 16-20, 1971	1 week	Columbia (Univ. of Mo.)	The Applied Sciences	Harold Holland	
August 23-27, 1971	1 week	Columbia (Univ. of Mo.)	Art and Ideas	Harold Holland	
August 7-11, 1972	1 week	Columbia (Univ. of Mo.)	Audiovisual Materials in the Public Library	Harold Holland	
August 14-18, 1972	1 week	Columbia (Univ. of Mo.)	Contemporary Religious Movements		
August 21-25, 1972	1 week	Columbia (Univ. of Mo.)	Perspectives in Music		
August 6-10, 1973	1 week	Columbia (Univ. of Mo.)	Reference Service in the Public Library	Harold Holland	
August 13-17, 1973	1 week	Columbia (Univ. of Mo.)	Show-Me History		
August 20-24, 1973	1 week	Jefferson City (Jeff. Bldg.)	Missouri State Government		

II. Administrative Librarians' Institutes

Date	Duration	Where	Content (Topic)	Director/s	No. of Participants
May 12-17, 1958	6 days	Columbia (Univ. of Mo.)	Planning and Developing your Library Service Program	Mrs. Gretchen Schenk	17
May 26-30, 1958	5 days	Columbia (Univ. of Mo.)	Improving Management of Library Operations	Dr. Ralph R. Shaw	12
June 2-6, 1958	5 days	Columbia (Univ. of Mo.)	Library Service for Young People	Prof. Mildred Johnson	12
May 11-15, 1959	5 days	Columbia (Univ. of Mo.)	The Library Service Program	Mrs. Gretchen Schenk	18
May 25-29, 1959	5 days	Columbia (Univ. of Mo.)	Extending and Promoting Library Service in the Community	Ruth Warncke	15
June 1-5, 1959	5 days	Columbia (Univ. of Mo.)	Current Trends in Reference and Information Service	Prof. William V. Jackson	15
Feb. 15-19, 1960	5 days	Columbia (Univ. of Mo.)	Reaching Adult Readers	Mrs. Gretchen Schenk	17
Feb. 1-5, 1960	5 days	Columbia (Univ. of Mo.)	Strengthening Children's Resources and Services in Missouri Libraries	Alice Lohrer	14
June 6-10, 1960	5 days	Columbia (Univ. of Mo.)	Building Collections and Guiding Reading of Individual Readers	Dr. Donald E. Strout	14
Feb. 6-10, 1961	5 days	Columbia (Univ. of Mo.)	Program Planning Institutes and Film Utilization	Dr. Harold Goldstein	32
June 5-9, 1961	5 days	Columbia (Univ. of Mo.)	Library Buildings	Dr. Donald E. Strout	28
June 4-8, 1962	5 days	Columbia (Univ. of Mo.)	Concepts, Theories and Skills of Modern Management (First Library Management Institute)	Professors (Univ. of Mo.): Francis J. Flood, Donald S. Holm, Jr., Robert G. Cook, Robert C. Manhart	33
Jan. 21-25, 1963	5 days	Columbia (Univ. of Mo.)	Financial Matters: The Law and Finance, Budgeting, Capital Expenditures, Accounting Principles, Reports and Audits, Costs and Performance, Machine Applications, and Adaptation to Change (Second Library Management Institute)	Professors (Univ. of Mo.): Francis J. Flood, Melville Peterson, Donald L. Richard, Ralph H. Parker, Sam W. Hitt	39
June 3-7, 1963	5 days	Columbia (Univ. of Mo.)	Improving Management Communications: Motivation and Incentives, Effective Use of Management Time, Relation with Boards and Clientele, Public Relations, and Long-Term Planning. Report of Research on "An Image for Missouri's Libraries" by Dr. Stephenson	Professors (Univ. of Mo.): Francis J. Flood, Donald S. Holm, Jr., Robert G. Cook, Robert C. Manhart, Raymond W. Lansford, William Stephenson	32
Jan. 20-24, 1964	5 days	Columbia (Univ. of Mo.)	Systems of Libraries—Organization, Operation, Programs and Problems of Library Systems (First Library Administration Institute)	Dr. Harold Goldstein, Francis J. Flood	48
June 8-12, 1964	5 days	Columbia (Univ. of Mo.)	The Library and the Law (Summer Library Administration Institute)	Francis J. Flood; Edmon Low, Libn., Okla. State University; Sen. J. F. Patterson; Rep. H. F. Patterson; Joe Covington, Dean, Sch. of Law (MU); E. M. Brown, Attorney; Warren D. Welliver, Atty.; George Harvey, MU School of Business and Pub. Adm.	38
Jan. 18, 1965	1 day	Jefferson City	Institute on Trade Center Libraries "Role of the Trade Center Library in Missouri Library Development"	Dr. Noel Gist (MU), S. Janice Kee	38

II. Administrative Librarians' Institutes—Continued

Date	Duration	Where	Content (Topic)	Director/s	No. of Participants
May 31-June 4, 1965	5 days	Jefferson City	Institute on Fine Arts "Fine Arts, Their Place and Potential in the Public Library Program"	Gordon Stevenson, Dir. Others: Howard Adams, Blue Spgs. Richard Brown (Art Ed. K. C. Star) J. W. Coffman (K.C.) Jerome Cushman, New Orleans Norman Hollander (K.C.) Irving Lowens (Lib. of Congress) Sandor Kallai (K.C.) Dr. Kenneth Marantz (Chicago) Dr. Guy Marco, Kent St. Univ. Mrs. Penny Northern (K.C.) Samuel Scott (Univ. of Mo., K.C.) William J. Sollner (K.C.) Richard Turnbull (K.C.)	49
Jan. 18-22, 1965	5 days	Columbia (Univ. of Mo.)	Institute on In-Service Training	DeLyle Runge, Director, St. Petersburg Public Library	58
Feb. 7-11, 1966	5 days	Columbia (Stephens College)	Contemporary Literature and The Responsibility of the Public Library	Charles Madden, Chrm., English Dept., Stephens College, Columbia	54
Feb. 13-17, 1967	5 days	Kansas City (Linda Hall Lib.)	Science and Technology Institute	Dr. Joseph Shipman	
March 25-29, 1968	5 days	Webster Groves (Webster College)	Beyond the Utopias	Charles Madden	
April 28-May 2, 1969	5 days	Webster Groves (Webster College)	"Psychology: The Question Is, Why?"	Charles Madden	
April 26-30, 1970	5 days	Webster Groves (Webster College)	Strategy for the Seventies	Charles Madden	
March 29-April 2, 1971	5 days	Columbia (Univ. of Mo.)	History	Dr. Ralph Parker	
April 17-21, 1972	5 days	Webster Groves (Webster College)	Whatever Happened to the American Dream?	Charles Madden	

III. Workshops for Nonprofessional Staff (Area Workshops)

Date	Duration	Where	Content (Topic)	Director/s	No. of Participants
June 17-18-19, 1958	3 days	Cape Girardeau	Using Library Materials to Get the Best Library Service on Your Present Budget	Ruth Bynum Lucy Lomax Felix Snider	29
June 25-26-27, 1958	3 days	Springfield	Using Library Materials to Get the Best Library Service on Your Present Budget	Mildred Roblee	28
June 30, July 1-2, 1958	3 days	Columbia	Using Library Materials to Get the Best Library Service on Your Present Budget	Francis J. Flood Edna E. Bothe Merribeth Cook	26
June 8-9-10, 1959	3 days	Jefferson City	Aids to the Use of Books	Eleanor Perkins	31
June 10-11-12, 1959	3 days	Springfield	Aids to the Use of Books	Mildred Roblee Mrs. Virginia Gleason	24
June 15-16-17, 1959	3 days	Cape Girardeau	Aids to the Use of Books	Merribeth Cook Graham Sadler	22
Aug. 3-4-5, 1960	3 days	Springfield	Basic Adult Nonfiction for Public Libraries	Virginia Walton Mildred Roblee	31
Aug. 8-9-10, 1960	3 days	Jefferson City	Basic Adult Nonfiction for Public Libraries	Eleanor Perkins	41
Aug. 15-16-17, 1960	3 days	Cape Girardeau	Basic Adult Nonfiction for Public Libraries	Merribeth Cook	27
				Annie Rae Gray	30
Aug. 9-10-11, 1961	3 days	Jefferson City	Books for Children and Young People for Public Libraries	Eleanor Perkins	
Aug. 14-15-16, 1961	3 days	Springfield	Books for Children and Young People for Public Libraries	Virginia Walton	21
Aug. 21-22-23, 1961	3 days	Cape Girardeau	Books for Children and Young People for Public Libraries	Merribeth Cook	20
July 30-31, 1962	2 days	Fredericktown	How To Provide Better Reference Service for the Community	Donnel Gaertner	
Aug. 1-2-3, 1962	3 days	Jefferson City	Library Administration	State Library Consultants	19
May 22-24, 1963	3 days	Gallatin	Techniques in Readers' Guidance	Eleanor Perkins	21
June 20-21, 1963	2 days	Columbia	Readers' Guidance in Fiction	Eleanor Perkins	
Aug. 5-6, 1963	2 days	Jackson	Readers' Guidance Service in the Public Library	Annie Rae Gray Gertrude Zimmer	27
Oct. 19-20, 1964	2 days	Fredericktown	Book Selection for the Picture Book Age, the Younger Readers, and Fiction for Older Children	Thusnelda Schmidt	27
Oct. 21-22, 1964	2 days	Dexter	Book Selection for the Picture Book Age, the Younger Readers, and Fiction for Older Children	Thusnelda Schmidt	24
Nov. 23-24, 1964	2 days	Mexico	Book Selection for the Picture Book Age, the Younger Readers, and Fiction for Older Children	Thusnelda Schmidt	34
April 5-6, 1965	2 days	Fredericktown	Folklore	Thusnelda Schmidt	24
April 7-8, 1965	2 days	Dexter	Folklore	Thusnelda Schmidt	20
April 20, 27, May 4, 11, 18, 25, 1965	6 days	Maryville	Introduction to Public Library Use of Library Resources Reader Guidance Procedures and Routines within the Library	Edward Sintz James Johnson Barbara Palling	21
Sept. 14, 21, 28, Oct. 5, 12, 1965	5 days	Kirksville	Introduction to the Public Library Basic Reference Tools Reader Guidance for all Patrons	George Hartje Barbara Palling Mrs. Floreine Kibler Syd Shinn	20
Oct. 25-26, 1965	2 days	Jefferson City	The Library as an Information Center	Martha L. Jewell	38
March-April 1970	6 days	Kirksville (N.E. Mo. St. Col.)	The General Physical Sciences	George Hartje	
Sept. 29, Oct. 6, 13, 20, 27, Nov. 3, 1970	6 days	Kirksville (N.E. Mo. St. Col.)	General Reference	George Hartje	
April 6, 13, 20, 27, May 4, 11, 1971	6 days	Kirksville (N.E. Mo. St. Col.)	Contemporary Sociological Issues	George Hartje	
Oct. 5, 12, 19, 26, Nov. 2, 9, 1971	6 days	Kirksville (N.E. Mo. St. Col.)	Missouri History	George Hartje	
May 3, 10, 17, 24, 1972	6 days	Kirksville (N.E. Mo. St. Col.)	Contemporary Literature	George Hartje	

IV. Trustee Conferences

Date	Institute	Topic	Attendance
April-May 1959	Governor's Conferences for Public Library Trustees	Qualifications, Duties and Responsibilities of Trustees	
April 27	Kirksville		
April 29	Chillicothe	Mrs. Gretchen Schenk, Consultant	195
May 1	Jefferson City		
May 5	Springfield		
May 7	Poplar Bluff		
March-April 1960	Governor's Conferences for Public Library Trustees	Library Objectives and Standards	
March 28	Jefferson City		
March 29	Kirksville	Mrs. Gretchen Schenk, Consultant	195
March 30	Chillicothe		
April 1	Poplar Bluff		
April 4	Springfield		
April 1961	Governor's Conferences for Public Library Trustees	Legislation, Certification and Librarian-Trustee Relationships	
April 10	Jefferson City		
April 11	Kirksville		
April 13	Chillicothe	Mrs. Gretchen Schenk, Consultant	207
April 17	Springfield		
April 19	Poplar Bluff		
April 1962	Governor's Conferences for Public Library Trustees	The Trustee and the Library's Adult Education Program	
April 23	Jefferson City		
April 24	Kirksville	Margaret Monroe, Consultant	162
April 25	Chillicothe		
April 26	Springfield		
April 27	Poplar Bluff		
April 1963	Governor's Conferences for Public Library Trustees	Missouri Libraries—Today and Tomorrow	
April 1	Jefferson City		
April 2	Kirksville	Ruth Warncke, Consultant	203
April 3	St. Joseph		
April 4	Springfield		
April 5	Poplar Bluff		
June 15, 1964	First Statewide Governor's Conference on Library Development Governor Hotel, Jefferson City	"Future Development of Library Service in Missouri"	200
April 1965	Governor's Conferences (District)		
April 19	Jefferson City	"Interlibrary Cooperation"	419
April 20	Kirksville		
April 21	St. Joseph	Alice Lohrer, Consultant	
April 22	Springfield		
April 23	Poplar Bluff		
April 23, 1966	Statewide Governor's Conference Bel-Air East, St. Louis	Harry Ressoner, featured speaker CBS News Correspondent	535
April 29, 1967	Statewide Governor's Conference Muehlebach Hotel, Kansas City	Dr. John Weaver, President University of Missouri, Columbia, featured speaker	275
April-May 1968	Library Legislative Workshops	Legislative Workshops	321
April 15	St. Louis		
April 16	Sikeston	Ed Strable, Consultant	
April 18	Kirksville		
May 1	Kansas City		
May 2	Ozark		
April 1969	Trustee Workshops	"All Libraries Are Our Concern"	
April 8	St. Louis		
April 9	Cape Girardeau	Alex Allain, Coordinator	323
April 11	Kansas City		
April 14	Kirksville		
April 16	Ozark		
May 25, 1970	Trustee Workshop Bel-Air East Motel, St. Louis, Mo.	Roderick Swartz, Coordinator	114

IV. Trustee Conferences—Continued

Date	Institute	Topic	Attendance
1971	None Held In 1971		
March-April 1972	Trustee Workshops	"Blueprint for Actions"	262
March 20	Cape Girardeau		
March 21	St. Louis		
April 6	Kansas City		
April 10	Springfield		
April 12	Kirksville		
May 1973	Trustee Workshops	"Greening of Libraries"	
May 8	Cape Girardeau		
May 9	Kirksville		
May 10	Kansas City		
May 11	Springfield		

continuing education in ohio

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In 1972 Ohio's academic, public, school, and special libraries spent an estimated $58 million for salaries. This expenditure represents approximately 49 percent of the total library operating expenditure of $117.8 million. Complete data on the number of persons working in Ohio libraries are not available but the following table summarizes statistics from the *Ohio Directory of Libraries, 1973.*

Staffing Data on Ohio Libraries, 1972

	Number of Libraries	Number of Librarians	Total Staff	Salary Expenditure	Percent of Total Expenditure
Academic	110	646	2,056	$16,073,347	55 %
Public	250	978*	4,975	30,177,116	57.4%
School	1,716	1,337	1,337*	11,816,067	30 %
Special	157	100*	—	—	—
Total	2,233	3,061*	8,368*	$58,066,530	—

*estimate

The aggregate of personal investment in educational preparation for these positions is great; and the institutional investment in the persons holding these positions is also substantial. The maintenance and further development of skills is of concern to both the staff members and to their institutions, and it calls for a significant continuing financial investment in order to meet the challenge of rapid change in services,

subject fields, and management.

There is little information available on what is being spent for staff development and training in Ohio libraries, although the figure may be more substantial than one might expect. A suggested commitment of financial resources for insuring a high quality statewide program of continuing education and staff development might be as high as one percent (1%) of the total expenditures by all libraries in the state. By this standard, no less than $1.2 million should be directed at meeting the continuing education needs of all types of library personnel throughout the state.

Information assembled earlier this year by H. Maynard Lowry of the Library Development Division suggests the priority which many library administrators place upon staff development, and the subjects of workshops and institutes identified there may suggest specific concerns or needs. A number of attempts have been made over the past few years to state the continuing education needs of Ohio library personnel, but there is no single statement of these on which there is general agreement throughout the Ohio library community. The State Library has recorded its concern for a program which addressed itself to

> ". . . continuing library education and in-service training for librarians and other staff at several levels — administrative, professional, and supportive staff . . "

and has also indicated a concern for the continuing education and in-service training needs of the community librarian — the person without formal library education who heads a library or library system, or who works in any other professional capacity and reports directly to a board to an administrator other than a librarian.

Although continuing education needs at these four levels (administrative, professional, community, and supportive) have not been precisely delineated in Ohio writings, analysis of the types of offerings identified by Mr. Lowry (and summarized below) suggests some of these by implication. The arrangement of data in the table by "type of participant" and the grid indicated overlapping needs within the four levels. Recently published data from task analysis studies should assist in designing a continuing education program which is based on sound knowledge of continuing education, overlap, and levels or types of responsibility.

LEVEL	CONTINUING EDUCATION NEEDS											
	Administrative/ Management	Materials/ Selection	Reference	Public Relations	Media Resources/ Service	Services and Program Development	Outreach	Automation/ Technology	Societal Change	Human Relations	Regional and State-wide library dev.	
Administrative												
Professional												
Community												
Supportive												

State Library and State Library Assisted Programs

A variety of continuing education and staff development activities are sponsored by the State Library, various professional library associations, library schools, universities, multi-county groups, and individual libraries.

As a means of putting together information on selected continuing education programs in FY 1973, data were assembled on workshops which were assisted directly or indirectly by LSCA funds, or in which State Library personnel carried some specific responsibility. These data are summarized below:

Summary of Selected Continuing Education[1] Sessions: FY 1973

	Type of Participant					Primary Sponsor						
Topic	Prof.	Comm.	Supp.	Other[2]	TOTAL	State Lib.	OLA	Lib. Sch.	Other Univ.	Other Assn.	Multi-Co.	Other Lib.
Administration/Mgnt	23	15	7	5	24	9	9		3	1	2	
Materials/Selection	13	13	11		13						13	
Reference	28	27	28		28						27	1
Public Relations	5	5	5		5		1				4	
Audiovisual	6	1	1					1	2	2		
Children's Services	6	6	6		6		1				5	
Extension/Outreach	6	5	5		6	1		1			1	3
Automation												
Institutional Services	4				4	3	1					
Other	4	1	1		4	1						3
Total	95	73	54	5	90	14	12	2	5	3	53	7

[1]Includes all State Library and multi-county workshops funded under LSCA Titles I and III. Summary does not include complete statistics on workshops sponsored by individual libraries or the Ohio Association of School Librarians.
[2]Trustees, community agency staff, and others.

These 96 selected workshops, institutes, seminars, and conferences had a total attendance of more than 4,000 persons. The scope of the subject matter presented and the type of participants for whom the offerings were designed indicates the emphasis placed on the development of library staff at several levels.

In many cases workshops and other offerings have more than one sponsor but for the purposes of this table, only the first sponsor is indicated. It is evident that State Library and LSCA funds (particularly through grants to multi-county cooperatives) play an important part in library continuing education programs.

The content of the 96 offerings deserves some comment. Approximately one-fourth of the sessions were in the field of administration or management. This includes the fall 1972 series of five workshop meetings for clerk-treasurers of public libraries co-sponsored by the State Library and the Auditor of State. It also reflects the priority which the State Library has placed upon the improved management of resources.

In-service training sessions on selection of materials and on reference materials and services account for 40 of the 96 offerings, and all but one of these were sponsored by multi-county cooperative groups.

The Associations and Continuing Education

Professional and staff associations play an important role in making continuing education opportunities available to librarians. The Ohio Library Association has placed a high priority on continuing education. The following statement, prepared by Irene B. Hoadley, president of the Ohio Library Association in 1972-73 for use at a USOE-sponsored conference on associations and continuing education in November 1973, well summarizes this concern:

> Over the past several years the role of the Ohio Library Association in continuing education has been one of leadership and consultation. Since 1969 OLA has cooperated with the State Library of Ohio in sponsoring a series of management workshops. At a somewhat lower level, OLA has conducted in-service training workshops for both professionals and nonprofessionals covering a wide range of topics. These are both individually conducted staff development workshops and pre and post conference programs. We have also worked with other associations in fostering staff development opportunities in Ohio and in the midwest.
>
> As to priorities of OLA these have been clearly

laid out in our Long-Range Goals adopted by OLA this past year. These objectives express the aspirations of OLA for the career development of our members and for the satisfaction of the needs and interests of Ohio citizens through effective library service. Goal No. 3 specifically states:

> To assure a membership informed concerning Association policies and programs through publications, statements, workshops and conferences in order to develop more fully the potential of members both in their Association activities and in their working environment.

Although much has been done, a lot remains undone. For this year, 1973-74, there are already four staff development workshops planned. They cover the topics of financial management, personnel development, intellectual freedom and media selection. Perhaps our goals have been modest, but it has been felt that quality rather than quantity was our aim.

Chapters of the Special Libraries Association in Cleveland, Dayton, and Cincinnati hold regular dinner meetings which are followed by speakers or tours of libraries. The continuing education program of the Ohio Association of School Librarians is organized on the basis of nine regions of the state. Regional directors are responsible for planning programs which meet the needs of the OASL members, and coordinating these programs with those of other regions. Through discussions and local publications, library staff associations contribute to the circulation of ideas — an indispensable part of personal development.

Library Schools and Universities

Case Western Reserve University and Kent State University schools of library science have taken increased responsibility for continuing education in recent years. For a number of years CWRU has sponsored an annual alumni conference focusing on some professional issue. CWRU has also developed a variety of conferences, institutes, and other opportunities, sometimes with the assistance of federal or State Library Board grants.

In 1970, Dean Guy Marco of Kent State University appointed a Commission on Continuing Education, headed by Robert H. Donahugh. The commission's final report, issued in 1971, included the following statement:

> "The objective of continuing education should be the improvement of the individual so that she/he has the opportunity to strengthen knowledge, professionalism, and ability and acquire if possible the facility to transmit all these plus the enthusiasm, expertise and poise that professionalism implies."

Among other things, the report expressed concern for an information system on continuing education opportunities, and recommended that the State Library act as a clearinghouse for announcements of courses, workshops, and institutes.

The Department of Library Science at Bowling Green State University has made major contributions to continuing education for community librarians through a number of programs undertaken with State Library assistance. Library education programs at the University of Toledo, Wright State University, Ohio Dominican College, and other colleges and universities constitute a potential continuing education resource. Also, the heads of the several library technical assistance training programs, which are now developing organizations of their graduates, see a responsibility for a continuing education.

Continuing education resources in colleges and universities without library education programs are valued by some librarians. Many of the topics on which libraries seek staff development assistance do not "belong" to the library community: communications, interpersonal development, problem solving, management, supervision, writing, and public speaking. Where colleges have taken the initiative to seek library staff enrollments in their programs, or where they have developed special "packages" for library people (such as those developed by Miami University School of Business Administration), they seem to have been well received. It may be that the existing (non-library school) resources for continuing education are so varied that many go untapped or are unknown.

Other Developments

The Intergovernmental Personnel Act (IGPA) of 1972 has provided Ohio with a vastly expanded training program for government personnel at all levels. The Ohio Department of Administrative Services and regional programs using IGPA funds offer a wide variety of courses and institutes in management, human relations, personnel communications, and related skills. Since 1972 regional and "one city" programs which focus primarily on management training have been available to public and state university librarians but are as yet largely untapped by

libraries. The program is unique in the range of resources that can be incorporated in a program designed to meet the training needs of a particular group. Current emphasis is now being placed on the training of trainers who can conduct in-house staff development programs in their own institutions.

One problem which must be tackled is the disadvantage at which an old Opinion of the Attorney General places public libraries in encouraging and arranging for staff to take advantage of such forms of continuing education as courses and institutes which carry academic credit. A 1931 Opinion of the Attorney General which makes it impossible for the board of trustees of a public library to grant leaves of absence with pay for the purpose of studying in a library school or college, or for any other purpose, has been a problem. Forty years have produced such changes in public administration and the thinking on job preparation that a statutory change should be possible.

Directions under the OLDP

The "training of library personnel and continuing education for library trustees" is listed as one of the first concerns of the library and trustee associations in the Ohio Library Development Program, and that document further states that the "OLA will accelerate its program for the development of standards for library service, publish and interpret these standards and provide for their continuous reevaluation and updating." Publication of the OLA *Standards for the Public Libraries of Ohio . . .* in 1969 and 1970 emphasized the importance of continuing education, and standard #64 (a) states:

> A minimum of 40 hours per year of in-service training for each professional, subprofessional, and clerical staff member should be provided.

The Ohio Library Association has undertaken a number of specific workshops and training sessions aimed at developing and upgrading skills needed in implementation of OLDP. The cooperation of OLA, OLTA, OASL, and Special Libraries Association chapters in the 1972 and 1973 OSU Library Standards and Planning Workshops on interlibrary cooperation and network development brought together more librarians from different types of libraries and generated better understanding of common problems.

LSCA grants from the State Library have exerted significant influence on continuing education and staff development. These grants since 1967 have totaled nearly $218,000 for forty-four workshops on such subjects as planning-programming-budgeting systems for libraries, cable television applications for libraries, institutional library services, library automation, and management by objectives. More than 200 Ohio librarians are now counted among the alumni of the Library Executive Development Program presented annually since 1969 by Miami University. LSCA Title III workshop grants have opened forums for discussion of service cooperation among academic, public, school, and special libraries in order to better serve library users from Ohio's total library resources.

Responsibilities and Elements of a Statewide Program

Recent discussions with the State Library Board's Advisory Council on Federal Library Programs seemed to produce agreement that the responsibility for continuing efficient and effective personal development is shared as follows:

First, the *individual* must give sufficient attention to his own self-development in order to meet a base level of competence on which other formalized programs of continuing education and staff development can build. Individual responsibility must be assumed for the reading of current literature, and for structuring a personal program which will permit attendance at certain professional conferences, institutes, seminars, and workshops.

Second, individual *libraries* must provide basic training and in-service opportunities at the various levels of staff competence to insure maximum productivity and library service.

Third, the various *associations* whose membership concerns focus on library and information specialities, can provide a source of exceptional expertise from which to draw and to develop continuing education programs.

Fourth, both accredited and non-accredited *library schools* have a continuing obligation to assist in the continuing education of alumni and other librarians alike.

Fifth, the important staff and financial resources of the *State Library* provide an important foundation for the development of a coordinated and cooperative program of continuing education and staff development among all concerned groups.

In-house programs of continuing education and staff development and a growing participation in multi-county, regional, and statewide programs of continuing education are an indication that many Ohio library administrators recognize that improved

service to library users can result from encouraging and sponsoring continuing education for staff at all levels.

Continued development of these opportunities is anticipated and professional library associations, the library schools, and the State Library will become more involved in a statewide coordinated program.

the continuing education scene in wisconsin

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Just what is meant by continuing education of library personnel?

The Wisconsin Division for Library Services interprets the phrase very broadly as the involvement of an individual in learning situations or study activities that further the individual's intellectual grasp and thus add to job effectiveness or to a needed service expertise. To move such a definition from only that into a statewide goal to be implemented requires a multifaceted educational program that touches all the bases of all the levels of library staffing.

Statewide Commitments

The division, part of the Department of Public Instruction, is charged by statute with the planning and improvement of public and school library services. Also by law the agency is named as being responsible for the coordination of statewide library planning, related research, conducting in-service training and programs of recruiting of librarians for public and school libraries and public library systems, and for coordinating interlibrary cooperation among all types of libraries in the state. All-in-all a large charge indeed; and one that calls for heavy involvement in continuing education activities on all library fronts in order to bring better library services to the people of the state.

Wisconsin's long-range program for library services development states: ". . . continuing efforts must be made to make educational opportunities more available and more meaningful. An audit of manpower needs, covering all types of libraries, will be an essential first step. Wisconsin's unique program of using its Educational Telephone Network for librarian education must continue, and appropriate use must be made of the increasing availability of educational and cable television."

In January of 1974 the first step in long-range planning for Wisconsin library personnel needs was taken. The Council on Library Development (COLD), the statutory body appointed by the Governor to advise the State Superintendent of Public Instruction and the division, met to plan how best to consider its responsibility for evaluating library personnel requirements and to make recommendations concerning personnel accreditation, library education, and training programs including those for continuing education. In order to carry out this responsibility the council set up a Steering Committee and Task Force on Library Manpower and Education. The following objectives were established:

(1) To determine library personnel requirements in Wisconsin for the decade 1975-1985 including numbers and levels of positions and the professional knowledge and technical skills needed for providing the changing patterns of library service;

(2) To determine the library education resources in degree programs and continuing education programs as they relate to Wisconsin;

(3) To develop recommendations concerning library education programs in Wisconsin in relation to personnel needs;

(4) To develop recommendations concerning continuing education programs for Wiscon-

sin library personnel;

(5) To consider and develop recommendations on certification requirements for library personnel;

(6) To develop a model for continuous updating of information about personnel needs, library education, and certification.

The Task Force is functioning through three working groups: Library Manpower, Library Education — Degree and Continuing, and Certification of Librarians. The work of the three groups will be coordinated by the Steering Committee. The Task Force groups have had meetings in February and March. Their work is scheduled for completion by July 1975. Bernard Schwab, director of the Madison Public Library, is the chairman of the Council on Library Development; Muriel Fuller, University Extension-Department of Communication Arts, is general chairman of the Task Force. The division has representatives on the Task Force and is underwriting certain expenses necessary to push forward the work of this significant library manpower and education study.

Samplings of Current On-Campus Educational Opportunities

Wisconsin offers a great deal of formal library education. University of Wisconsin-Madison offers the doctorate program. Three campuses offer graduate library programs — Madison, Milwaukee, and Oshkosh. There are sixteen universities and colleges offering undergraduate minors and Gateway Technical Institute, Kenosha, has a two-year library technical assistant program to train library/media assistants for work in all types of libraries. University of Wisconsin Extension, Department of Communication Arts, offers some graduate credit courses in cooperation with the Madison and Milwaukee schools. When feasible the division has paid the tuition for practicing librarians to enroll in a course of special importance to them. Until fiscal '73 the division has offered a limited number of scholarships for the masters program at the University of Wisconsin-Madison. The factor of uncertain federal funding and the strictures of the job market have resulted in a temporary halt to this educational assistance with the thought that the approach should be rethought and redirected.

In addition to the formal classes many of the schools offer excellent and varied institutes, workshops, seminars. The division may be involved in several ways: planning help, participation, and financial assistance in some form. Following are three examples from the 1973-74 offerings:

Planning Readers Services in the Context of Systems UW/Ext.-Department of Communication Arts and UW/Madison Library School.

A colloquium in Current Issues in Public Libraries UW/Oshkosh, Department of Library Science.

An intensive concentration on the knowledge and skills needed for meaningful community planning using the simulation game *Microville II*.

Twelve one-day sessions (February-April) covering such topics as services to homebound and elderly, service to the business community, inner city programs.

Institute on Cooperative Library Automation UW/Milwaukee Library and LARC Association.

Workshop for Federal Depository Libraries, DLS and the State Historical Society of Wisconsin.

A two-day institute featuring 13 speakers including presentations by Frederick Kilgour, director of the Ohio College Library Center and Joseph Becker of the National Commission on Libraries and Information Science.

A one-day workshop to discuss problems and to promote cooperation between depositories for better statewide service.

The above examples illustrate the sort of short-term educational opportunities available to staffs of school, public, and special libraries. The time span makes it possible for many people to participate from libraries that are more often than not short staffed. At the same time Wisconsin holds one and two-week seminars and institutes with regularity and some examples of these should be mentioned.

In 1972, Wisconsin held one of the first statewide institutes on libraries and cable television. It was a three-day program planned cooperatively by the Madison Area Library Council, the Division for Library Services and University Extension, Department of Communication Arts. The "faculty" included experts in the background, the potential and the production aspects of CTV. LSCA funds were used to defray the costs of speakers and materials. Also in 1972, the University of Madison Library School and University Extension presented a one-week conference *Media in Library Social Action* and a two-week workshop on planning rural library service. Both

drew participants from many states and the division offered stipends to Wisconsin public librarians who wished to attend.

ETN and Continuing Education

Since 1969 a new communication concept has been put to work to bring learning opportunities to library personnel all over the state in a situation almost as easily accessible as the nearest shopping center. This is ETN — the Educational Telephone Network. Very simply, through use of open-air telephone lines a giant "party line" is set up which allows all participants to hear and be heard. Also via telephone guest speakers from across the country are brought in to talk to the audience and to answer questions. The network has outlets located in county courthouses, University of Wisconsin campuses, libraries, and hospitals in more than one hundred Wisconsin communities.

In 1973-74 the following in-service/continuing educational opportunities were offered over ETN:

Basic Library Management Series

A course designed for nonprofessional heads, and staff members if desired, of small public libraries in the state, and required for certification by the Division for Library Services. Classes meet monthly September to May. Course of study is tied to ALA's Small Library Pamphlets. At times applicants are so numerous that two sections are taught. The division helps pay for underwriting curriculum changes and for payment of tuition fees.

Continuing Education for Public Librarians Series

Designed to offer in-service training opportunities to meet the needs of staff members in public libraries of all sizes. Program content is based on suggestions from public librarians who have participated in previous programs. Formats vary — guest speakers (referred to earlier), panels, contributions by Wisconsin librarians, and subject specialists. Monthly, November to May. In case the reader would like to know what types of public library concerns are presented on this series. here are some of the topics discussed in 1973-74:

Service to Aging. Henry Drennan, acting chief, Library Planning and Development Branch, Bureau of Libraries and Learning Resources, keynote speaker and Wisconsin programs interpreted by staff involved.

Service to Jails. Jailers and sheriffs were asked to participate along with librarians.

Childrens' Librarians Work with Adults too! Mrs. Helen Kreigh, public library consultant for Children and Young Peoples' Services, DLS, and Pat Mertens, coordinator of Children's Services, Daniel Boone Regional Library, Columbia, Missouri, discussed the concepts of working with adults. Current activities from over the state were reported by children's librarians.

Library Trustees Series

Offered at the request of the Wisconsin Library Trustees Association, this series aimed at assisting trustees in seeing universal problems and in fulfilling their community responsibilities. Three sessions — February-April.

Church/Synagogue Librarians Workshops

Four sessions held April-May that address the particular concerns of those — often volunteers — involved in setting up and operating these libraries.

School/Media Series

Focus varies annually. This year six sessions concentrated on grades K-8 with specific concerns on reading programs, children's literature, planning evaluation. The objective of the series is to present that help which is relevant to daily commitments. Some programs in 1973-74 dealt with planning the IMC service program; children's literature (2 sessions); the Wisconsin design for reading; and evaluation of IMC service programs.

Basic Library Management for Health Science Librarians

Thirteen two-hour sessions, October-April, offering assistance to those persons responsible for library service in medical settings.

Contemporary Novels and Librarians

A five-session course for librarians, people who belong to book discussion groups, and individuals over the state who enjoy looking at the present scene through fiction. Variable schedule.

What has appeared in the previous pages is a bird's-eye view of current opportunities for continuing education on the statewide level as it relates to library personnel. This recount does not include forthcoming institutes and workshops during the

summer and fall of 1974. It is not complete and makes no pretense to be.

System Contributions to In-Service/Continuing Education

Wisconsin Systems — in the sense of being certified by the division and receiving state aids — are fledglings. The first four began operations in calendar 1973, an additional four were certified in 1974. This is not to say that system development has not been in the making since 1956. Many of the eight certified systems are the outgrowth of use of LSA and LSCA funds to begin area-wide operations. (Milwaukee Public Library has had service contracts with municipalities throughout Milwaukee County for "system services" since 1915!)

In the last few years all systems (big S or little s) have incorporated into their services, under the guidance of the headquarters or resource library, an ongoing program for in-service and continuing education activities. Most have systemwide meetings on a monthly or bimonthly basis. Many use the ETN morning programs in continuing education as the focus for a follow-up session; others plan independent workshop sessions that treat problems of greater concern or interest to the member libraries. Many systems are encouraging the staff of small libraries within their area to enroll in the A50 courses. Other systems have evolved training programs aimed at alleviating known weaknesses endemic to the system. As systems (big S, small s) have time to assess needs for personnel development it is expected that more tailor-made educational opportunities will develop to work hand in glove with basic needs common to all areas of the state.

What About the Future?

Who knows? Much depends on the findings and conclusions of the Council on Library Development's Manpower Task Force. Maybe the whole present programming for continuing education could be dumped. Perhaps it could be adapted to other emphases; perhaps it will remain status quo and be shored up with more use of sophisticated delivery systems and other emerging technological advancements tethered to bring better educational opportunities to staff.

For the future the Division for Library Services is exploring the possibility of working out a meaningful internship program aimed at the master's degree candidate with interest in a specialty needed by Wisconsin libraries. Dependent on funding from whatever sources, the division is considering the merits of inviting certain program and supervisory staff from certificated systems to spend time observing system operations in other states if arrangements can be made for such visits.

It is to be hoped, and worked for, that the future will bring about a stronger commitment to continuing education on the part of governing bodies and library administration. In Wisconsin school librarians with a bachelor's degree are required to earn six credits within a five-year cycle; those librarians holding master's degrees are given salary increments based on participation in continuing education programs. Many public librarians have difficulty arranging for released time to attend classes, seminars, or institutes. Few public libraries have an incentive program for encouraging staff to continue formal or informal education. It is testimony to the interest and dedication of public librarians over the state that so many do make individual sacrifices of personal time and money to participate in the various programs offered. Perhaps one of the most important outgrowths of the Council on Library Development's Task Force on Manpower will be to give continuing education a high priority within the various institutions!

a selected bibliography on continuing education 1965 to date

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Introduction

In the state of Illinois as well as in other parts of the nation, there has been a concern for programs to develop personnel through continuing education in library science and other fields. In response to that concern, the Continuing Education Committee of the Illinois Library Association and the Illinois State Library asked the Library Research Center to compile a selected bibliography on continuing education.

The bibliography is divided into three sections for the specific uses for which it was intended. Section I is a selection of articles and publications pertinent to the continuing education activities of other professions — education, business and industry, medicine, theology, etc. Section II includes selected items pertaining to planning for continuing education in librarianship at the state and national levels. Section III is a selective list of materials intended to be of value to any individual or group interested in exploring the various theories of continuing education as pertains to librarianship.

Each entry includes the full bibliographical data. The ERIC document number is given for those entries that are available on microfiche. All entries included are held by the University of Illinois Library.

This bibliography is by no means definitive but represents the diversity of approaches to continuing professional education other than formal degree programs offered by academic institutions. Though intended for specific use by the Continuing Education Committee of the Illinois Library Association and the Illinois State Library staff, it does provide a means of approaching the topic of Continuing Education for library personnel with a general background of current thought.

Section I

Continuing Education in the Professions Other Than Library Science: Some Recent Studies.

These readings present some typical samples from a number of professions, but in no way present a complete coverage of the large amount of literature available. Further annotated bibliographies are cited.

Adams, Hobart Warren. *In-service Training and Development Programs for Accountants in Business and Industry.* D.B.A. Thesis. Bloomington, University of Indiana, 1967. 313 p. ED 026 613. Available from University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106
Order no. 67-11, 682 MF $4.05
Xerography $14.20

A survey was made of in-service training and development for accountants in fifty-three selected business firms varying in products, sales volume, and employees. Program philosophy and objectives, qualifications and selection of trainees and instructors and evaluation procedures were examined. The major weaknesses of in-service programs lay in training philosophy and evaluative procedures.

Agenda for Comparative Studies in Adult Education: Report from the International Expert Meeting,

1972. Occasional Papers no. 29. Syracuse University, Publications in Continuing Education, 1972. 77 p.

Thirty-five of the leading figures in adult education from fifteen countries report and analyze international comparative studies of adult education. A full report will soon be published.

American Institute of Certified Public Accountants. *Professional Development 1971.* New York, American Institute of Certified Public Accountants, 1971.

This institute plans in advance continuing education programs for one year and prints these in a booklet for all members. Basically it plans six types of programs using a wide assortment of educational methods: seminars, courses, workshops, lecture programs, training programs, individual study materials. State societies assume the responsibility of offering the programs throughout the nation.

Charters, Alexander N., ed. and Rivera, William M., ed. "International Seminar on Publications in Continuing Education." Papers presented at Third International Seminar on Adult Education. Report no. R-72, 1972. 124 p. Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

The seminar focuses on publications in the professional field of adult education. Some of the papers presented are: "Thoughts on Periodicals for Professionals" by Thomas Kelly; "Use of Publications by Adult Education Scholars" by Alien B. Knox; and, "Needs of the Users of Publications from the Practitioner's Point of View" by Olivia B. Stokes and Alice M. Leppert. None relate directly to the library profession.

Botzman, Harvey. *Resources for Continuing Nursing Education in the Genesee Region, New York State,* 1973, 112 p. ED 079 570.

A study was conducted to: (1) ascertain the nature and extent of continuing education for nurses in the Genesee region, (2) determine if an interest exists among health care and educational agencies for a cooperative effort to plan, develop, and produce continuing education activities for nurses, and (3) provide one data source for future planning of such activities. A total of eight years of continuing education resources were indentified: agency information, cooperation, educational activities, information dissemination, facilities, finance, personnel, and records.

Continuing Education for R and D Careers: An Exploratory Study of Employer-Sponsored and Self-Teaching Models of Continuing Education in Large Industrial and Federal Government Owned R & D Laboratories. Prepared for the National Science Foundation by Social Research, Inc., Chicago, 1969. ED 035 813.

In this comprehensive survey of the objectives and modes of continuing education, technological obsolescence in an individual is taken to mean a deficiency of knowledge such that he approaches problems with viewpoints, theories, and techniques less effective than others currently used in his field of specialization. One of the chief goals of the committee was the planning of the academic curricula and structuring the employment situation in such ways that engineers are trained and prepared for, as well as permitted to engage in, a lifetime of continuing study as part of their normal careers.

Continuing Education in the Professions. Current Information sources no. 24. Syracuse, New York, ERIC Clearinghouse on Adult Education, Syracuse University, 1969. ED 033 250 HC $5.10.

A 225-item, annotated bibliography on professional continuing education in ten areas including library science.

Continuing Engineering Studies — A Report of the Joint Advisory Committee. New York, Engineer's Council for Professional Development, 1965.

The role of the Joint Committee is to study the overall situation in continuing engineering education, consider the respective roles of universities, societies, industries, and government in continuing education, and to make specific recommendations.

Corson, John J. and R. Shale Paul. *Men Near the Top: Filling Key Posts in the Federal Service.* Baltimore, Maryland, Johns Hopkins Press, 1966.

"The need is for the establishment of a career-long process that will utilize all means to equip the individual with the variety of competencies required at the top in the program field he has chosen." In regard to university training, Corson warns that it can provide stimulation for learning only if the university recognizes the individual's own need and does not force the individual into rigid programs reflecting the faculty's conception of the executive's needs, or into courses and seminars designed for the training or Ph.D. candidates in teaching and research.

Cory, N. Durward. *Incentives Used in Motivating Professional Growth of Teachers.* Minneapolis, University of Minnesota, 1969. 23 p. ED 027 254.

This publication is the product of a project designed to study problems of in-service teacher education and to assemble data on promising practices that might stimulate schools to develop vigorous programs of professional growth. Included are lists of sixty practices principals have found to be effective and sixty incentives listed by teachers as the most promising in their own school systems.

Deinum, Andries. *Speaking for Myself; A Humanist Approach to Adult Education for a Technical Age.* Center for the Study of Liberal Education for Adults, Boston University, 1966. 94 p.

This work includes notes and essays on education for adults. Topics covered are: university extension and program development, the university and educational television, and continuing higher education — an essay in quotations.

Dill, William R.; Crowston, Wallace B. S.; and Elton, Edwin J. "Strategies for Self-Education." *Harvard Business Review,* 43 (December 1965) pp. 119-30.

The threat of personal obsolescene is a challenge at all levels. Management wants continuing education in skills and knowledge to directly contribute to the organization through higher sales and/or increased efficiency. For success with any of the strategies of self-education, several general rules apply: the effort, whether it involves reading or reflecting on experience, should be selective and focused, guided by an agenda on goals for learning; a learner must be willing to admit that education consists not just in acquiring new knowledge, skills, and attitudes, but also in giving up convictions and approaches to problems that may be inaccurate and outmoded. New knowledge, skills, and attitudes are secure only when they have been integrated with those acquired earlier.

Doherty, Victor, W. "The Carnegie Professional Growth Program: an Experiment on the In-Service Education of Teachers." *Journal of Teacher Education,* 18 (Fall 1967) pp. 261-268.

The Carnegie Professional Growth Program has resulted in the development of over 140 courses and workshops for teachers. Courses are closely tailored to the needs of specific teacher groups. Main achievements include a heightened interest in using objectives in instructional planning, observable professional growth of participants, and sharper focus on teacher needs.

Dryer, Bernard V., ed. "Lifetime Learning for Physicians: Principles, Practices, Proposals," *Journal of Medical Education,* 37 (June 1962) pp. 1-134.

This comprehensive "landmark" report emphasizes the necessity for cooperative, long-range planning by all concerned professional groups if lifetime professional education is to be achieved within a profession. The study has three major parts: (1) Principles (based on assumptions); (2) Practices based on the criteria considered necessary for continuing education programs: excellence of content, personal satisfaction, freedom of choice, continuity, accessibility, and convenience; (3) Proposals for action. Eight health related national professional associations sponsored and jointly developed the study.

Dubin, Samuel S. "Obsolescence of Lifelong Education: A Choice for the Professional." *American Psychologist, 27* (May 1972) pp. 486-498.

The author is a psychologist who argues that the rate of change and the addition of new data and knowledge hasten professional obsolescence. After defining the meaning of obsolescence, he gives some of its symptoms and causes and present efforts toward coping with obsolescence. He describes methods of providing motivation for professional updating, measuring, and assessing professional competence. He concludes that research in continuing education is embarrassingly light, both in quantity and quality.

Essert, Paul L. and Spence, Ralph B. "Continuous Learning Through the Educative Community: an Exploration of the Family-Educational, the Sequential Unit, and the Complementary-Functional Systems." *Adult Education Journal,* 28:4 (1968), pp. 260-71.

The authors propose a definition of the educative community and indentify three major component systems: the family system, the sequential unit system, which includes schools, colleges, and universities, and the complementary-functional system, which provides systematic learning not learned or inadequately learned in the other two systems. The paper analyzes the elements, resources, and needs of the educative community, discusses the implications for program learning and suggests some of the responsibilities of adult educators to the three systems.

Frasure, Kenneth J. "Your Leadership Development Program." Paper presented to the Annual Conference of the American Association of School Administrators, Atlantic City, New Jersey, February 1968. ED 021 330.

Various approaches to in-service education for administrators are discussed and specific recommendations are made for improving programs of educational leadership development.

Glass, J. Conrad, Jr. "The Professional Churchman and Continuing Education." *Adult Leadership*, 20:10 (April 1972) pp. 349-50.

There are two broad areas which lend themselves to the professional development of churchmen. To continually update churchmen within the disciplines of the church, the agencies best equipped to provide this type of training are the schools of religious education and seminaries, and the denominational boards and agencies. The second area is the broad field of study of the behavioral sciences. Churchmen need to know some of the key concepts political scientists are advocating in organization and administration; what the best thinkers and researchers in the field have to say about planning for social change.

Haire, Mason. "Managing Management Manpower: a Model for Human Resource Development." *Business Horizons*, 10 (Winter 1967) pp. 23-28.

While business often plans for capital expansion, product diversification, and increased market penetration, seldom do they plan for providing the increased managerial talent that the new ideas and future growth call for. Described is a system for manpower management that includes training for new job levels and evaluation of individual performance.

Herzberg, Frederick. "Job Enrichment Pays Off." *Harvard Business Review*, 47 (March-April 1969) pp. 49-67.

This article reports on five of a number of job enrichment studies which have been carried out in Imperial Chemical Industries Ltd. and other British companies. The purpose of the studies was to shed light on important job enrichment questions dealing with (1) the generality of the findings, (2) the feasibility of making changes, and (3) the consequences to be expected. In addition, the studies set out to determine how the concept of job enrichment may be most effectively applied in furthering the attainment of companies' business objectives.

Heyman, Margaret M. *Criteria and Guidelines for the Evaluation of In-service Training.* Department of Health, Education and Welfare, Washington, D.C., Social and Rehabilitation Service, 1968. 35 p.

Criteria and guidelines are suggested for evaluating the adequacy and effectiveness of in-service training programs for use in administrative review of staff development in state and local departments of public welfare. The content or orientation and training is touched upon, together with administrative and learning factors in the choice of training methods. Structural factors, type of change and learning, criteria from curriculum planning theory are also discussed.

Hospital Continuing Education Project. *Training and Continuing Education: a Handbook for Health for Health Care Institutions.* Chicago, Hospital Research and Educational Trust, 1970.

This book describes techniques in the process of developing continuing education programs. The objective is to improve and expand education opportunities for hospital personnel through cooperation between hospital associations, and universities.

Investment for Tomorrow; A Report of the Presidential Task Force on Career Advancement. Civil Service Commission, Washington, D.C., 1967. 75 p. ED 041 199.

The Presidential Task Force on Career Advancement reviewed post-entry training for federal employees in professional, administrative, and technical occupations. Some agency training does not provide knowledge or develop skills needed by management before they are advanced to higher levels. Agencies differ widely in the extent and quality of training for specialists. The absence of development programs with the resultant loss of peak performance can cost more than training.

Jessup, F. W., ed. *Lifelong Learning; A Symposium on Continuing Education.* Headington Hill Hall, Oxford, England, Pergamon Press, 1969. 178 p. ED 029 270.

Consideration is given to the idea of lifelong learning and its implications for British institutions of formal education, professional continuing education in the United States and Britain, educational activities of voluntary associations, the education responsibility of the public authorities, and educational expenditures as a reflection of social and economic policy.

Kimberly-Clark Corporation. Research and Engineering. *"Bank-Account" Policy for Continuing Education: Environment for Growth.* Neenah, Wisconsin, Kimberly-Clark, 1968.

Example of an industry, which believes in the capacity and growth potential of the individual, offering a concrete systemized plan for providing time and money allowances for continuing education in the form of updating and refresher study and graduate and postgraduate fellowships.

Knezevich, Stephen J. *The Development and Testing of a Model for a Nationally Based Vehicle Dedi-*

cated to the Continuing Professional Growth of School Administrators. Final Report. American Association of School Administrators, Washington, D.C., 1969. 137 p. ED 030 194.

The primary objectives of the study were to develop a model for a National Academy for School Executives to determine the receptivity of school administrators to such a program, and to determine the feasibility of implementing the model within the near future. It was decided that it is fiscally feasible to launch the short-term seminars and clinics but more development is needed on the other levels; the probability of attendance by administrators at short-term programs is primarily related to the program content, length of the program, and the fee charged.

Lloyd, Arthur P. *A Pilot Study Concerning the Continuing Education Needs of the State of Idaho — Including a Survey of the Continuing Education Needs of Idaho's Classroom Teachers.* Boise, Idaho State Department of Education, 1968. 58 p. ED 083 204.

The report makes the assumption that education is not just for students or scholars but should fulfill the need for an "enlightened electorate." "Continuing education" is defined as including all forms of supplementary education provided through the efforts of numerous institutions and agencies from "cradle to grave," while Idaho continuing education focuses on adult education that is not already a part of the function of educational institutions or agencies.

Luke, Robert A. "The Role of the Professional Association in Continuing Professional Education." 1972. 15 p. ED 069 946

A discussion of those programs and activities of institutions of higher education, of employers and of professional associations which involve some sort of joint action on the part of any combination of two or more of any of the three is presented. The focus of this discussion is on those training programs which require released time, depend upon cooperative decision making patterns, and which are clearly aimed at systematic career development. The three major forces — the university, the professional association, and the employer — are frequently completely separate and unrelated to each other. Brief description is given of the Adult Basic Education Professional Staff Development Program in the southeastern states.

Lynch, Patrick D., ed. and Blackstone, Peggy L., ed. *Institutional Roles for In-Service Education of School Administrators.* New Mexico University, Albuquerque, 1966. 146 p. ED 027 597.

This document is a compilation of papers read at a four-day conference attended by sixty participants throughout the U.S. Chapters include: (1) "In-service Education of School Admininstrators: Background, Present Status and Problems," by Robert B. Howsam; (2) "Psychological Processes in Influencing Change," by Stanley W. Caplan; and, (3) "The Development and Implementation of a Residence Executive Development Training Program."

Markel, J. Louise. "Training the New Employee." *Science-Technology News,* 21 (Summer 1967) pp. 34-35+.

Markel discusses the initial period of adjustment and training of the new employee stressing the necessity for the supervisor's personal concern and allowance for errors and confusion. Several suggestions for facilitating the adjustment of the new employee are offered.

McGlothlin, W. J. "Continuing Education in the Professions." *Journal of Education for Librarianship,* 13 (Summer 1972) pp. 3-16.

The author presents a capsule review of the concepts and practices used in continuing education by professions other than librarianship. Associations of every profession hold technical conferences, publish journals, make studies, and generally attempt to stimulate the professional growth of their members. An agency is conceived of as a "learning community" rather than merely as an "administrative community." As a final way of stimulating continuing education, some states have enacted statutes or regulations to require each member of the profession to undertake some kind of educational activity at stated levels, e.g., teachers, dentists.

McMahon, Ernest E.; Coates, Robert H.; and Knox, Alan B. "Common Concerns: The Position of the Adult Education Association of the U.S.A." *Adult Education Journal,* 18 (Spring 1968) pp. 192-213.

Fifteen interrelated concerns of some adult education are identified. Some are: (1) agencies of adult education, (2) adult education and the process of social change, (3) the American adult as a learner, (4) objectives of adult education programs, (5) learning experiences especially for adults, (6) evaluation to improve effectiveness. For each concern a statement of the present situation, a list of goals and a platform statement of the Adult Education Association of the U.S.A. is given.

Miller, Harry L. *Teaching and Learning in Adult Education.* New York, Macmillan Co., 1964. 340 p.

This book is addressed to teachers and lay leaders as well as to administrators. Each of the chapters on small and large-group formats are self-contained units. The text concentrates on the most widely useful core of methodological principles and does not pretend to be comprehensive.

National Institute of Mental Health. *Annotated Bibliography on In-Service Training in Mental Health for Staff in Residential Institutions.* 1968. 46 p. ED 023 990.

The annotated bibliography of periodical literature through August of 1967 pertains to in-service mental health training for personnel in residential institutions. It includes materials on training in mental hospitals, institutions for the mentally retarded, child care institutions, and nursing homes.

National Institute of Mental Health. *An Annotated Bibliography on In-Service Training for Allied Professionals and Non-professionals in Community Mental Health.* 1968. 64 p.

Materials citing experiences of formal community health centers are included in this bibliography. Also included are references on in-service mental health training for professionals and nonprofessionals who work in community other than mental health centers.

Osinski, Franklin W.; Ohliger, John and McCarthy, Colleen. *Toward Gog and Magog or?: A Critical Review of the Literature of Adult Group Discussion.* Occasional Papers no. 30, Syracuse University, ERIC Clearinghouse on Adult Education, 1972. 82 p.

A review is made of research on group discussion as used in adult education within the context of the nature of man and in relation to his ultimate end of self-realization. It considers factors involved in group discussion; its broad purposes, such as mutual education, affecting self-concept, and attitudes and interpersonal change; and approaches to it — the role of leadership, non-manipulative approaches, and human relations and sensitivity training. It then examines discussion in the service of institutions — parent education, religious education for aging, and public affairs discussion. It reviews discussion and the mass media — international uses, community education, and a recent scientific approach.

"Program for Beginning Teachers. An Individualized Approach to In-Service Education." An Application for Continuation Grant. Part II. Narrative. 1969. 32 p. ED 036 458.

During its first year of operation eighty first-year teachers from nine public and private elementary schools in the Wilmette suburban district participated in the in-service program in which the individualized program for each teacher was developed by the teacher and one or more staff members. There was a five-day summer workshop and one-half day per month demonstrations, consultation, etc., during the school year. Each participant was teamed with an experienced "helping teacher" who assisted in planning, observation, and self-evaluation.

Smith, L. L. "Mid-career Education for Urban Administrators." Prepared for the 1969 National Conference of the American Society for Public Administration, 1968. ED 029 219.

A mid-career education of local city administrators is necessary to meet complex and changing urban needs. Presented is a proposed year-long program for government officials and key private citizens with comments on curriculum, instructional methods, participants, and financing.

Stout, Ronald M., ed. *Local Government In-service Training; An Annotated Bibliography.* Albany, State University of New York, 1968. 88 p. ED 028 332.

The bibliography on in-service training is divided into four major categories: (1) Local Government Training in General, (2) Training Generalist Officials and Administrators, (3) Training Personnel in Functional Fields, and (4) Bibliographies.

Winter, Sara K.; Griffith, Jeffery C.; and Kobb, David A. "Capacity for Self-Direction." *Journal of Consulting and Clinical Psychology,* Vol. 32; no. 1, pp. 35-41.

A content analysis of self-description essays written by students who were subsequently successful (Number = 13) and unsuccessful in attaining self-directed behavior-change goals revealed: (a) high-change subjects more frequently stated goals, with implicity recognition that the goal had not yet been attained; (b) low-change subjects frequently described themselves with little recognition of alternative possibilities; (c) low-change subjects showed more tentativeness and uncertainty about themselves. The results suggest that successful self-directed change is motivated by awareness of the cognitive dissonance created when an individual commits himself to a valued goal that he sees as different from his present behavior.

Section II

Following is a selective list of materials which

pertain to state and national planning. A committee responsible for the formation of a state plan will find the items in Section I and III also of value. The demarcation of entries into categories II and III is at best an arbitrary decision.

Adult Education Association of the U.S.A. *Federal Support for Adult Education; A Directory of Programs and Services.* Washington, D.C., Adult Education, 1966. 111 p.

This volume describes briefly the chief agencies that support adult education programs in any significant way. Much of this information is dated and may be of little value because of changing priorities in government agencies.

American Association of Library Schools. Study Committee on the Role of the AALS in Continuing Library Education. *Tentative Draft of a Position Paper.* 1972. 38 p.

The AALS makes recommendations for the implementation of a program for continuing library education both inside AALS and in cooperation with other relevant groups. The appendix lists the goals, criteria, and components of national planning for continuing education of librarians and provides a discussion of "What is continuing education?"

American Library Association. Association of State Library Agencies and Library Education Division. Interdivisional Committee on Education of State Library Personnel. "Education of State Library Personnel; A Report with Recommendations Relating to the Continuing Education of State Library Agency Professional Personnel." A.L.A., 1971. 62 p.

A committee report looking at the continuing education needs of state library professional personnel. Most of the report can be applied equally well to all levels of library personnel in all types of libraries. The greatest immediate need is for the continuing education of consultants. The committee recommends an initial program for state library consultants which would provide the basis for a continuing education program for all state library professional personnel.

California. University — Ad Hoc Faculty Planning Committee. *Proposed Program of Mid-Career Education for Public Administrators in Metropolitan Areas.* Prepared by Frederick C. Mosher. Berkeley, University of California, 1966.

This proposed program of continuing education for state and local officials involved in metropolitan affairs offers three types of programs of differing lengths. The program outlines are presented, as well as a discussion of the basic considerations involved in the development of this plan. Appendices include: (1) suggested syllabi of courses and topics, and (2) excerpts from memoranda of committee members concerning the problem and the program.

Conroy, Barbara, and others. *Leadership for Change; a Report of the Outreach Leadership Network.* Durham, New Hampshire, New England Center for Continuing Education, 1972. 187 p. ED 071 671.

The Outreach Leadership Network (OLN) was a regional program of continuing education for public librarians in New England. Federally funded under the Higher Education Act, the project began July 1971 through October 1972. Its goal was to provide for more effective programs of public library services directed toward presently unserved community groups. OLN sought to provide educational programs to actively extend library services to more citizens than presently were being served. This outreach program also served as a training ground for the development of public library leaders — librarians not only committed to outreach service but also skilled in program planning and in working with groups.

Continuing Education for Librarians. Library Education Division. American Library Association, 1971.

A directory of all those programs on formal continuing education as reported to the Library Education Division. This listing does not include the institutes in various areas of librarianship supported by the Office of Education under the Higher Education Act.

"Continuing Education in Librarianship Newsletter." University of Kentucky, Office for Continuing Education of Library Science, December 17, 1973.

This is the first issue of an irregular publication dependent upon the amount and relevancy of news about continuing education in Kentucky and nationally. It includes not only news items, but a calendar of continuing education activities of interest to Kentucky librarians and library related personnel.

"Continuing Education Plan for Thirteen Western States." *Library Journal,* 93 (April 15, 1968) p. 1570.

An interstate master plan for continuing professional education of working librarians. Its aim is to integrate existing educational resources in the region as well as suggest new ones; advancement of the professional education of librarians regardless of assignment or type of library will be the intention.

David, Richard A. "Continuing Education: Formal and Informal." *Special Libraries*, 58 (January 1967) pp. 27-30.

Continuing education can be both formal and informal. In either case it can be haphazard or directed. Whether formal or informal, continuing education requires that the librarian have a goal in mind and a plan for achieving it. In arriving at the plan it is helpful to have an advisor. With a goal and a plan the librarian has to think about means. Those interested in continuing education for librarianship need to consider new and imaginative avenues, rather than depend on traditional, not always satisfactory techniques.

DeProspo, Ernest R., Jr. "Contributions of the Political Scientist and Public Administrator to Library Administration." In: *Administration and Change: Continuing Education in Library Administration.* New Brunswick, New Jersey, Rutgers University Press, 1969. pp. 29-38.

The library administrator lacks familiarity with the more recent findings and ideas in the field of administration because of lack of contact with other professions. The political scientist and the public administrator can be of great help. The authors suggest the following: (1) adapt the literature in the field which can be integrated into the library literature, (2) participate in continuing education for library administrators by bringing in those skills which library administrators have indicated they need to have in order to improve their ideas and skills; and improve library services through better planning.

Fancher, Evelyn P. and Hudson, Earline H. "Continuing Education Programs for Librarians in Tennessee: A Survey." *Tennessee Librarian*, 24 (Summer 1972) pp. 125-6.

Results of a survey questionnaire intended to determine the status of continuing education programs of academic, public, special, and school libraries in Tennessee. Topics covered include: types of programs, who participates, in what areas the strongest need for continuing education is felt, and funding of the programs.

Fenland, Patrick R. *Leadership Development for Librarians.* University of Pittsburgh, Pittsburgh, Pennsylvania, 1971. 112p. ED 054 840

The purpose of this manual is to provide a guide to the in-service training of librarians for community liaison through the group work process. The manual was developed for the supervisor participants in the Institute on Discovery Management for Supervisors of Library Branches Serving the Underprivileged and Emerging Communities.

Fry, R. M. "Commitment to Change." *Missouri Library Association Quarterly*, 30 (March 1969) pp. 58-64.

Following the premise that "there is nothing permanent except change," the author discusses some of the federal programs of the mid-1960s that offered institutes and training programs for librarians.

Hiatt, Peter, "Continuing Education for Librarians in Indiana."." *Focus*, 21 (June 1967) pp. 57-62.

The author lists informal and formal continuing education opportunities for librarians in Indiana.

Hiatt, Peter. "National Planning for Continuing Education." *Library Trends*, 20 (July 1971) pp. 169-183.

The author argues that it is necessary to coordinate, plan, stimulate, develop, and evaluate continuing education for library personnel, and that the responsibility for doing so should rest with the professional associations at the national level. This article briefly reviews the need for continuing education of all personnel working in libraries, discusses the elements which presently contribute to our "system" of continuing education for library personnel, and concludes with the reasons for the author's belief that a national program of continuing education is necessary. A description is given of a model for a national program.

Hinchliff, W. E. "Staff Development: Key to Library Progress." *Wisconsin Library Bulletin*, 63 (January 1967) pp. 30-32.

The author describes both the formal and informal types of staff development activities offered by the Milwaukee Public Library to its staff.

Kaser, D. E. "Continuing Education in the Library Profession." In: Louisiana University, Baton Rouge, Libraries, Library Lectures: nos. 1-4. The Library, 1967. pp. 1-9.

Self-education is necessary in combating the library profession's tendencies to provincialism, conservatism, insularism, and resistance to change. Very

few libraries maintain diligent internal programs of staff development. Suggested are larger travel budgets to allow for attendance at conferences, workshops, and trips to other libraries.

Kortendick, James J. "Research Needs in the Field of Continuing Education for Librarians." In: Harold Borko, ed. *A Study of the Needs for Research in Library and Information Science Education.* Los Angeles, California, Institute of Library Research, University of California, 1970.

In addition to presenting eleven suggestions for research proposals in the area of library continuing education, this paper gives a brief historical review of continuing education research and an extensive bibliography in the area of continuing education covering material from many related disciplines.

Liveright, A. A., and Goldman, Freda H. *Significant Developments in Continuing Higher Education.* Occasional Paper, no. 12. Boston University, Center for the Study of Liberal Education for Adults, 1965. 28 p.

Higher adult education is today (1965) in a period of rapid and significant growth. There is a consequent need for new kinds of programs to develop professional personnel and to assist educators in more effective program planning. This article looks at the present status of adult education and identifies some s gnificant developments that have occurred, and the future possibilities they point to.

McJenkin, Virginia. "Continuing Education for School Librarians." *ALA Bulletin,* 61 (March 1967) pp. 272-275.

The rapid development of school libraries and the changing patterns of school library organization and service demand a review and evaluation of present programs of continuing education and also demand long-range plans for effectively serving the needs of various levels of school library personnel. Those responsible for providing continuing education opportur ties are the state departments of education and local school systems, professional library associations, and library schools and other institutions offering courses. There is a notable increase in the areas for which continuing education experiences are being provided. Both formal and informal education programs are cited and a list of continuing needs for school librarians is given.

Monroe, Margaret E. "Variety in Continuing Education." *ALA Bulletin,* 61 (March 1967) pp. 275-278.

The first task of continuing education should be that of reducing the resistance to change. A statewide plan for continuing education for librarians will require attention to four aspects: foundation, remedial, emergency, and specialization of learning. If librarianship is viewed as professional group practice, then each librarian has a specific area in which he plans, carries out, and evaluates his program, for which he continuously perfects his professional capacity, and in which he makes his professional contribution.

Mulligan, Kathryn L. *A Question of Opportunity: Women and Continuing Education.* National Advisory Council on Extension and Continuing Education, Washington, D.C., 1973, 33 p. ED 081 323.

This document examines the issue of women and continuing education. Part one reviews the relevant research concerning employment, traditional university offerings, and vocational and educational lifestyles of women. The results of a questionnaire sent to 376 program directors are described in part two in an attempt to learn priorities for federal funds along with some of the more successful models of programs for women.

"National Planning Urged for Continuing Education." *Library Journal,* 97 (February 1, 1972) p. 444+.

The American Library Association submitted its recommendations on *The Education of State Library Personnel.* Specific items are: an initial program to train one staff member from each state library agency in consulting skills and on participative laboratory methods of adult learning. These persons, after five days training by the Western Interstate Commission for Higher Education Program for Library Personnel, would then return to their agencies to act as coordinators of continuing education for state library personnel. Also recommended: a National Advisory and Action Committee for Continuing Education of State Library Personnel. This would meet twice a year and serve as the prototype for a similar body charged with overseeing all continuing education for librarianship.

Nattress, Le Roy Wm. *Continuing Education for the Professions.* Chicago, Natresources, Inc., 1970. 151 p.

The fifteen articles herein presented cover the dimensions of continuing professional education, the involvement of associations, universities, and government. A model for continuing professional education as well as clinical criteria of instructional effectiveness are also included.

"Opportunities for Continuing Informal Library Education in Wisconsin." *Wisconsin Library Bulletin*, 63 (January 1967) pp. 14-24.

This is a series of short articles about types of continuing library education available in Wisconsin. The objectives, content, and sponsorship of programs for both school and public librarians are discussed.

Proceedings of the Annual Seminar on Leadership in Continuing Education (11th Kellogg Center for Continuing Education, Michigan State University, April 8-11, 1968). 55 p. ED 021 192.

The proceedings underline the conviction that the final decades of the 20th century will make almost impossible demands on the wisdom, skill, and vision of educators and leaders in continuing education. Seminar papers discuss potential socioeconomic trends and influences in America, the problem of assessing the basic nature of contemporary change, and the issues of inequality, the nature of education, the role of university extension, and others.

Rees, Alan M. and others. *Feasibility Study for Continuing Education of Medical Libraries*. Interim Report. Case Western Reserve University, Cleveland, Ohio, Center for Documentation and Communication Research, 1968. 70 p. ED 027 931.

The objective of the research described in this report is to design, implement and evaluate educational offerings for hospital library personnel. Survey work is providing a data bank concerning the location, facilities, resources, functions, budget, services, and personnel of all hospital libraries in Ohio.

Rink, Bernard C. "Continuing Education for Library Personnel." *Michigan Librarian*. 38 (Spring 1972) pp. 2+.

Mr. Rink outlines the role of the Michigan Library Association in statewide continuing education of library personnel. Major activities include several workshops around the state and improved association meetings.

Rothstein, Samuel. "Nobody's Baby: a Brief Sermon on Continuing Professional Education." *Library Journal*, 90 (May 15, 1965) pp. 2226-2227.

While librarianship offers a variety of continuing education programs, the duplication of programming is evident and the coverage of subjects lacks depth. There is no pattern or progression in the subjects that are covered. Workshops do not build in any purposeful or continuing way on those that have come before. The national library association has the responsibility of improving continuing education.

Stevenson, Grace T. "Training for Growth — the Future for Librarians." *ALA Bulletin*, 61 (March 1967) pp. 278-286.

Emphasizes the need for continuing education beyond the MLS degree. Some of this will be on the university campus but also necessary are extension courses, workshops, and institutes. ALA, state library associations, and state libraries should all take some responsibility in this area.

Stone, Elizabeth W. "Continuing Education in Librarianship; Ideas for Action." *American Libraries*, 1 (June 1970) pp. 543-551.

A survey on continuing education for librarians brought 879 suggestions for action. Specific and general recommendations are made to administrators, to library associations, to library schools, to planners in the U. S. Office of Education, to statewide library planners, and to the individual librarian. The breadth of these recommendations illustrates clearly that the librarians sampled hold all of these relevant groups accountable for providing favorable conditions for their professional development. In their opinion, continuing education is a nationwide problem for which a cooperative nationwide plan based on the best thinking and planning of a national assembly of all relevant groups is the best solution.

Stone, Elizabeth W. and Patrick, Ruth J. *Continuing Library Education Center: A Design for Action*. The Catholic University of America. January 1974. 40 p.

This report is a preliminary draft of the recommendations from the Continuing Library and Information Science Education Project sponsored by the National Commission on Libraries and Information Science. A model for continuing library education is outlined for consideration by participating members. This document presents a nationwide plan for the continuing

education of library personnel.

Stone, Elizabeth W. "Summary of Responses to Data Sheet on Continuing Education as it Exists in Library Associations from Six Responding Library Associations: 1972." Available from the Library Research Center.

The summary consists of ninety-six categories covering a variety of topics on use of cable TV, a listing of the continuing educational objectives of the library associations, institutes or seminars offered or developed.

"Training of Branch Library Staff Los Angeles Public Library." *Library Trends,* 14 (April 1966) pp. 410-411.

An organizational chart is presented of the responsibilities of the supervisor or training agency in the in-service training and orientation for the professional and nonprofessional staff.

Vainstein, R. "What the Library Schools Can Do in the Training and Upgrading of Consultants," with discussion. In Illinois: University of Illinois, Urbana, Graduate School of Library Science. *Changing Role of State Library Consultants.* Illini Union Bookstore, 1968. pp. 83-95.

There is a need for special education and continuing education for library consultants. In-service training of consultants on a regular ongoing basis is nearly nonexistent at most state libraries. Suggested is that some library school group isolate, define, and develop the particular consultant training program for which the state agency should then be responsible.

Section III

Following is a selective list of materials which would be helpful in planning a statewide workshop on continuing education in librarianship. The theories of continuing education are listed. The content of specific workshops is not given, but listings of conferences, workshops, and short courses are provided by the American Library Association.

Adams, Kathryn. "Regional In-service Training Projects in Louisiana During 1968-69." *Louisiana Library Association Bulletin,* 32 (Winter 1970) pp. 167-169.

This article gives a description of the emphasis and content of four regional in-service training programs designed to assist public libraries in improving service through better-trained nonprofessional and professional staff.

Adams, S. "Operation Bootstrap: Medical Librarians and Continuing Education." *Kentucky Library Association Bulletin,* 32 (April 1968) pp. 4-11.

The abundance of programs for continuing education in librarianship reflects the splintering of the profession into myriad special interest groups. The lack of coherence, planning and progression represents the profession's failure to identify educational objectives of concern to the profession as a whole. Medical librarians share common goals with the medical, dental, and health professions for continuing education. The author, Deputy Director of the National Library of Medicine, then cites the work of the Medical Library Association in continuing education.

Allen, Lawrence A. *Evaluation of the Community Librarians' Training Courses.* Albany, New York State Library, 1966. 198 p. ED 024 406.

This study is designed to: (1) evaluate the Community Librarians' Training Courses which were conducted for five years in New York State to train persons without professional library training who were serving as librarians and (2) appraise the entire training program of the Library Extension Division in order to make recommendations and provide guidelines for future growth and development. A major conclusion of the evaluation is that the Library Extension Division has entered the training field with the initiation of the series for the community librarians but that it must extent this service to others in the field, including professional librarians.

Alvarez, Robert S.; Boaz, Martha; Duncan, Margaret; Kenney, Louis A. "Continuing Education for Librarians." *California Librarian,* 30 (July 1969) pp. 177-202.

The four articles stress the urgency of providing continuing education for the public, special, and academic librarian. Continuing education should get people to relate the things they hear and see at meetings to their own library situation, and make them feel that they can and should do something about these ideas. For the special librarian, it is recommended that he become conscious of the desirability of training in the principles of administration. Each librarian

should consider each library function as a part of a whole. Systems analysis would provide the kind of analytical thinking needed to overcome a compartmentalized view of library work.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, Short Courses, 1972." *American Libraries*, 2 (December 1971) pp. 1217-19.

Supplement, *American Libraries*, 3 (February 1972) pp. 179-81, (April 1972) pp. 423-26, (June 1972) pp. 662-64.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1971."

ALA Library Education Division Newsletter, no. 75 (December 1970) pp. 13-19, no. 76 (March 1971) pp. 13-18, no. 77 (June 1971) pp. 15-19.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1970."

ALA Library Education Division Newsletter, no. 72 (March 1970) pp. 14-26, no. 73 (April 1970) pp. 7-9, no. 74 (September 1970) pp. 13-14.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1968."

American Library Association Library Education Division Newsletter, no. 67 (November 1968) pp. 23-33.

ALA Library Education Newsletter. (Various issues list the various continuing education opportunities available to librarians. Now appearing in *American Libraries.*)

Annual Report of the Southwestern Library Interstate Cooperative Endeavor (SLICE) Project of the Southwestern Library Association (1st, October 1, 1971 to December 31, 1972); and Final Report for Council on Library Resources, 1972. 152 p. ED 072 783.

One of the topics discussed in this annual report is the continuing education program for librarians. The focus of the program is on improving library services to the disadvantaged ethnic groups and a systematic planning and evaluation methodology.

Asheim, Lester E. "Education and Manpower for Librarianship: First Steps Toward a Statement of Policy." *ALA Bulletin*, 62 (October 1968) pp. 1096-1106.

One of the great problems facing the library schools is that no present curriculum can effectively deal with the real differences in preparation needed by different types of libraries and the different functions within them. Certain schools at the professional specialist level might well develop special strength in special fields and eliminate from their curricula fields which are the specialities of other schools. Concomitant with this would be in-service training as an important part of the preparation of both libraries and library assistants. Along with this would be provision of program elements which serve to make explicit the interrelationships among these roles — to the end of establishing a continuous and integrated program for all library personnel.

Association of American Library Schools. Continuing Library Education Study Committee. Summary Report, January 1972, Annual Meeting. *Journal of Education for Librarianship*, 12 (Spring 1972) pp. 267-69.

Comment by R.N. Case. *Journal of Education for Librarianship*, 12 (Spring 1972) pp. 269-72.

The summary report presents assumptions of the value of continuing education for librarians, objectives for implementation, and recommendations for implementation.

Bennett, H. H. "Continuing Education: a Survey of Staff Development Programs." *School Libraries*, 19 (Spring 1970) pp. 11-20.

The states have accepted responsibility for initiating in-service programs for school librarians. The one-day or the one-week regional workshop has been the mode for developing school library staff. Federal programs, the library school, professional associations, and the local education agency have also sponsored in-service training. At the local level, self-evaluation can be used as a pattern for improvement. Procedure manuals, checklists or surveys, and the newsletter can be instruments of self-evaluation. Closed circuit television used as a teaching tool and activities which center on developing standards are also methods of continuing professional growth. Three essentials for a successful staff development program are financial support, released time, and commendation or a tangible benefit.

Beacock, E. S. "View of Continuing Education of Librarians by an Employer." *IPLO Quarterly*, 14 (October 1972) pp. 66-70.

To date both employees and administrators have shown little interest in continuing education for librarians. Further, it appears that library schools and organizations have done little to provide the opportunities. Pressure must come from groups of librarians working together to push administrators to plan programs and to give librarians themselves, the courage to learn more and contribute more.

Boaz, M. T. "Continuing Education." *Drexel Library Quarterly*, 3 (April 1967) pp. 151-157.

The author describes the varying forms of continuing education, the types of programs offered by agencies — extension courses in library schools, NDEA institutes, etc. Research is needed in the following areas of continuing education for librarians: (1) the organizational structure including the types of programs offered, subjects covered, admission requirements, faculty competencies, costs and financing, time duration, levels at which offered, and credit given; (2) the purposes of the programs and the methods used to achieve objectives; (3) the tangible and intangible values derived for the individual and his institution; and (4) the effect of continuing education on society.

Borg, Walter R. *The Minicourse: Rationale and Uses in the Inservice Education of Teachers.* Office of Education, Washington, D.C., 1968. 28 p. ED 024 647.

This collection of materials reports the research and development of a series of in-service training short courses (about seventy-five minutes per day for fifteen days) designed to teach specific teacher behavior patterns with use of the microteaching technique, self-evaluation of video tape feedback, instructional films, and filmed illustrations by model teachers. The main document reviews the instructional model on which the courses are conducted, defines and discusses the advantages of microteaching, and describes the scope and future plans for the minicourse program.

Bracken, M. C. and Shilling, C. W. *Survey of Practical Training in Information Science.* George Washington University, 1968. 28 p.

Summary. *American Documentation*, 19 (April 1968) pp. 113-119.

This paper presents a survey of practical training being conducted in the United States. All the universities known by the authors to have programs to train information scientists and all the industrial organizations known or thought to have programs for this type of training are surveyed. No qualitative assessments are made by the authors. Rather, quantitative results of the survey are presented on various program characteristics.

Brodman, E. "Philosophy of Continuing Education." *Medical Library Association Bulletin*, 56 (April 1968) pp. 145-149.

Continuing education of librarians is important not only to the library but to society as a whole. Society needs librarians who continue to study all their lives in order to bring about new principles, techniques, and methods. Professional associations have a responsibility to aid librarians in their need for continuing education.

————. "Why Continuing Education?" *District of Columbia Libraries*, 37 (Fall 1966) pp. 51-54.

The author gives a brief overview of the development of continuing education from colonial times. The author stresses the need for librarians to develop their critical faculties and keep abreast of the new machine methods in cataloging and audiovisual services.

Bundy, Mary Lee and Wasserman, Paul. "Professionalism Reconsidered." *College and Research Libraries*, 29 (January 1968) pp. 5-26.

The question of librarianship as a profession is considered here in terms of the three key relationships of a professional — client, organizational, and professional. Professional practice in this field is thus cast against accepted norms and standards of professional behavior. This critical assessment suggests that librarianship falls far short of the professional model. Major shifts in the nature of the services performed by librarians and in their bureaucratic relationships will be required if librarianship is to advance. The contributions of the professional associations and of library schools is to the advancement of the process of professionalization is also analyzed. Progress in the field is viewed to be inextricably tied to the success or failure which librarianship achieves in its quest for true professional attainment.

Burgess, Paul. "Reasons for Adult Participation in Group Educational Activities." *Adult Education*, vol. 22, no. 1, pp. 3-29.

Additional information on why adults participate in educational activities appears to be necessary if the field of adult education is to continue to improve educational offerings. The results here test the hypothesis that reasons chosen by men and women for participating in educational activities will factor into seven groups: the desire (1) to know, (2) to reach a personal goal, (3) to reach a social goal, (4) to reach a religious goal, (5) to escape, (6) to take part in an activity, and, (7) to comply with formal requirements.

Carlson, Robert A. *Conceptual Learning: From Mollusks to Adult Education.* Syracuse University. ERIC Clearinghouse on Adult Education, 1973. 33 p. Occasional Papers no. 35.

This literature review proposes to offer the practitioner and student of adult education an overview of conceptual learning. It traces the movement's intellectual and political growth. It lists recent seminal studies in the field and presents a series of relatively nontechnical interpretations of them. It pinpoints the small amount of literature thus far produced relating conceptual learning directly to adult education. Perhaps, most important of all, it suggests a number of philosophical implications behind conceptual learning.

"Conference on In-training of Library and Information Staff, 1970, Imperial College." [papers] *Aslib Proceedings*, 22 (June 1970) pp. 256-287.

These papers presented at a one-day conference cover the following topics: the practical problems and principles of in-service training; in-service training in the ASLIB Library and Information Department; cooperative schemes for in-service training; and others.

Damtoft, Finn. "Continuing Education: Our Baby." *APLA Bulletin*, 33 (June 1969) pp. 21-24.

Effective continuing education can be achieved. The individual librarian and the library administration work together with the latter as the driving force. The library administration must play a central role for two reasons: (1) there will be no staff interest in continuing education without the establishment of formal programs as a natural part of the work assignment and unless rewards for increased knowledge and competency are provided; and, (2) only the administration has the financial and organizational resources to support such programs by granting money, guaranteeing time allowances, and providing laboratory facilities. The administration can encourage participation which will allow staff members to periodically review their knowledge of the existing system, to have a staff bulletin listing new programs, and, a monitoring system which would evaluate the validity of a program during the operating period.

Davinson, D. E. "Short Courses for Qualified Librarians." *New Library World*, 73 (July 1971) pp. 14-15.

This short article discusses the possible reasons for low attendance of short courses for librarians. In the author's opinion efficient planning, both of content and of locale, would contribute to more successful programs.

DeProspo, Ernest R., Jr., and Huang, Theodore S. "Continuing Education for the Library Administrator: His Needs." *Administration and Change: Continuing Education in Library Administration.* New Brunswick, New Jersey, Rutgers University Press, 1969. pp. 21-27.

The results of a questionnaire are summarized. Its purpose was to study possible programs of continuing education in administration for chief librarians. The three means most frequently checked by which librarians acquired new ideas and skills in administration are: (a) read books and articles, (b) attend workshops and institutes, and (c) consult experts. There is a substantial drop-off after these three selections. "Discussions with colleagues," "professional meetings," and "visits to other libraries" received fewer responses. This finding suggests that not many "new ideas" and "solutions" are passed out in these face-to-face relationships, or that there is a continual exchange of repeated ideas. In addition, the finding indicates that workshops, institutes, readings, etc., have not provided librarians with different ways of looking at their administrative problems.

DuBois, Edward. "Case for Employee Education." *Management Bulletin*, No. 160, New York, American Management Association, 1967.

Employee education implies that the person is internally motivated to learn; he takes the initiative to learn. In employee training, the content is important to the employer but may appear as a tedious job

requirement to the employee. The author refers to psychological theories that management can utilize in continuing education for employees in business. The complete case for employee education thus includes reasons of public policy, of community relations, and of payback.

Duncan, Margaret. "Making the Special Librarian Special: The Case for Continuing Education." *California Librarian*, 30 (July 1969) pp. 191-198.

Library school fulfills the expertise needed in reference, cataloging, and the other techniques of library service; but continuing education is needed in the following areas: training in the principles of administration, systems analysis to consider each library function as a part of the whole, knowledge of the subjects which make his special library unique, and a thorough knowledge of the organization served by the library. The author then suggests ways in which these needs can be met through continuing education.

Gaver, Mary V. "The Educational Third Dimension: I. Continuing Education to Meet the Personalized Criteria of Librarians." *Library Trends*, 20 (July 1971) pp. 118-143.

The above is a report on the results of a questionnaire to examine the role of the individual professional librarian in a plan for continuing education — his motivation, his criteria for such a program, and his strategies for developing a course of lifelong learning. Since the questionnaire was open ended, the responses are in essay form. The evidence seems to indicate that many librarians are participating in programs of external agencies, but that there is a very definite need for a more organized structure with the professional associations and the library schools sharing the major responsibility.

Goldstein, H. "Some Repetitious Points about In-service Training for Audiovisual Services." *Illinois Libraries*, 49 (Fall 1967) pp. 118-121.

The effective implementation of audiovisual resources by librarians depends upon effective in-service training. The scope of the program must cover materials, equipment, services, and evaluation. The second item of importance in the scope of the training program is exposure to materials — previews, programs, practice with ideas about how to use materials. It is important that in-service training in this field be concerned with devising new services, since mostly libraries have been supply agencies for audiovisual materials without much original design of services peculiar to the library.

Goodman, Steven E. *National Directory of Adult and Continuing Education; A Guide to Programs, Materials, and Services.* 1968. 285 p.

The recent number of publications, materials, and programs developed in the field of education and training are overwhelming. The steady increase has made the task of locating appropriate instructional materials more difficult. This compilation is to be best utilized as a primary reference book for all persons attempting to locate specialized programs and materials. The numerous courses, seminars, and programs cited include those which are available to personnel in all geographic areas of the United States and some countries abroad. Libraries are included as are other institutions and agencies.

Harrison, K. C. "INTAMEL, International Meeting, Gothenburg, 1969: Staff Training in Large City Libraries." *International Library Review*, 1 (October 1969) pp. 475-478.

Staff training is essential because of the increasing complexity of services. Courses should be arranged for newly-qualified librarians joining the system and for older librarians in need of refresher courses. Needed are qualified and experienced instructors, the full cooperation of all the staff, and suitable accommodations and aids. Specific topics are outlined.

Houle, C. O. and Hiatt, P. "Continuing Education." *Michigan Librarian*, 37 (Winter 1971) pp. 21-22.

The nature of continuing education parallels the readiness to change. Readiness for change and interest in education for each professional involves four classes or types: (1) the innovators, (2) the pace setters, (3) the majority adapters, and (4) the laggards. Each type is explained. Mr. Hiatt concludes that the best approach to continuing education is through the library associations.

Houle, C. O. "Role of Continuing Education in Current Professional Development." *ALA Bulletin*, 61 (March 1967) pp. 259-267.

All professions recognize in their code of ethics or elsewhere that education is a lifelong obligation. The practicing professional needs (1) to keep up with the new knowledge related to his profession; (2) to establish his mastery of the new conceptions of his own

profession; (3) to continue his study of the basic disciplines which support his profession; and (4) he needs to grow as a person as well as a professional. The center of influence in continuing education are: the self-improvement of the individual himself, small voluntary groups who meet, the employing institution, the university professional schools, professional associations, governmental bureaus, independent publishers of professional books and journals, and specialized libraries.

Houle, Cyril O. "Role of Continuing Education in Current Professional Development." *ALA Bulletin*, 61 (March 1967) pp. 259-267.

Most professions clearly recognize that education is a life-long obligation. The practicing professional realizes the widening gap between available knowledge and its full utilization in practice and feels the need to keep up with the new knowledge related to his profession.

———. "To Learn the Future." *Medical Clinics of North America*, 54 (January 1970) pp. 6-7.

Emphasizing the concept of interprofessional cooperation, Houle recommends that members of each profession should not act as though they alone had any need of continuing study and should drop the assumption that their processes are wholly unique.

Jesse, Wm. H. and Mitchell, Ann E. "Professional Staff Opportunities for Study and Research." *College and Research Libraries*, 29 (March 1968) pp. 87-100.

Members of the teaching faculty are expected to spend part of their working time in study and research. This paper examines the extent of comparable opportunities available to academic librarians, as revealed by questionnaires returned from fifty-two research libraries and fifteen college libraries. Among the opportunities considered are time released from ordinary schedules for course work and research, sabbatical and special leaves for these purposes, and financial assistance. The extent of staff participation in study and research activities are presented, culminating in the discussion of a desirable library policy in this area.

Johnstone, John W. C. and Rivera, R. J. *Volunteers for Learning: A Study of the Educational Pursuits of American Adults*. Chicago, Aldine Publishing Company 1965.

The National Opinion Research Center at the University of Chicago sponsored the study which has four phases: (1) to provide a comprehensive overview of the numbers and characteristics of adults engaged in studies of various subjects, through various methods of study, and within various institutional contexts; (2) to examine the social and psychological factors which help explain whatever patterns and educational behavior were observed in step 1; (3) to focus on adult education for people between the ages of seventeen and twenty-four; and (4) to determine the nature of facilities for adult education in "typical" urban centers and their impact on the residents.

Kemp, Florence B. *Noncredit Activities in Institutions of Higher Education, 1967-68 Institutional Distribution*. U.S. Government Printing Office, 1970. 25 p.

One-half of the institutions of higher education in the United States offered noncredit continuing education activities in 1967-68. While the traditional methods of instruction retain importance in terms of number of institutions using them, the widespread use of the conference, institute and workshop methods stands out accounting for about 46 percent of the noncredit registrations.

Kenney, Louis A. "Continuing Education for Academic Librarians." *California Librarian*, 30 (July 1969) pp. 199-202.

The author restricts the term "continuing education" to the participation of librarians holding the master's degree in library science to continue in formal academic course work. Continuing education courses offer about the only means whereby librarians already in the field may prepare themselves to deal with the communications explosion and the applications of computer technology in the university library.

Klempner, I. M. "Information Centers and Continuing Education for Librarianship." *Special Libraries*, 59 (November 1968) pp. 729-732.

Two currently emerging information needs are those for in depth information which frequently necessitates detailed subject analysis and combinatory-type information retrieval, and the need for critically-evaluated and synthesized information. It is postulated that when the need for particular services

arises within our society, society either obtains such services from existing institutions or creates new institutions to fulfill desired needs. To satisfy the need for critically evaluated and synthesized information, traditionally fulfilled on a part-time basis by professionals within the respective subject disciplines, society created and funded the information center. To satisfy the demand for in depth information service, a natural yet unfulfilled extension of library service, society funded and also allocated this task to the information center. The lack of continuing education for librarians is considered to be a major factor contributing to the inability of librarians, even special librarians, to satisfy the newly emerging user demand for in depth information.

Knox, Alan B. "Continuing Professional Education." 1972. 15 p.

This paper is presented as part of a course at the University of Illinois on continuing education. This general article covers many aspects of the topic — the need, scope, settings, planning, and conducting continuing education for professionals.

Kortendick, James J. "Continuing Education and Library Administration." *ALA Bulletin*, 61 (March 1967) pp. 268-271.

Graduates of library schools who find themselves in supervisory positions quickly become aware of their own shortcomings and the need for further education. Proposed are seminars to provide middle management with a better understanding of their duties and responsibilities. Top management in libraries, library school faculty, and professional associations should cooperate in offering these seminars.

Kortendick, James J. "Continuing Education for Librarians." In Borko, Harold, ed. *Targets for Research in Library Education*. Chicago, American Library Association, 1973. pp. 145-172.

Father Kortendick provides an historical review of continuing library education, offers some tentative solutions for improvement, and cites specific research proposals. A bibliography is included.

Kortendick, James J. and Stone Elizabeth W. *Job Dimensions and Educational Needs in Librarianship*. Chicago, American Library Association, 1971. 503 p.

The project undertaken by the authors is a study of the training of library personnel, especially at the middle and upper levels. The rise to a higher level of required skills and competencies — often new — has brought about an urgent need for improved training beyond the first professional degree at the post-master's level. To establish a sound base for curriculum development, the authors determine what concepts, knowledge, and techniques for middle and upper-level library personnel would be needed to perform at an optimum level of efficiency.

Kortendick, James J. and Stone, Elizabeth W. "Education Needs of Federal Librarians." *Drexel Library Quarterly*, 6 (July - October 1970) pp. 264-278.

A survey of post-M.L.S. needs expressed by federal librarians. Most respondents favored the workshop format and indicated high priority courses in the areas of specialized library functions, automation, and administration.

Labdon, P. "Re-training for Senior Librarians." *Library Association Record*, 68 (February 1966) pp. 42-44.

Emphasizes the need for continuing education for senior librarians so that length of stay on a job does not mean professional stagnation. Described is a conference held to discuss the problem of communication in a large organization.

Lewis, David T. "In-service Training: A New Dimension." *New Library World*, 73 (July 1971) pp. 20-21.

Lewis recommends an interchange between practicing librarians and library schools as an effective means of continuing education. Forms such an interchange might take include: (1) joint courses in practical aspects of the profession; (2) librarians without degrees enrolling in degree courses; and (3) one-day symposia.

McKeachie, Wilbert N. *The Learning Process as Applied to Short-Term Learning Situations*. Preconference Workshop, Conference Proceedings, West Lafayette, Indiana, Purdue University, National Extension Association, Conference and Institute Division, April 1965. 187 p. ED 019 532.

This conference studies questions related to learning problems to be considered in planning conferences and institutes. Three major principles are: (1) learning is always going on, so the problem is to plan what kinds of learning will occur (2) different kinds of

learning do not always go together, so choices must be made weighed against what is foreclosed, and (3) feedback facilitates learning.

McMahon, Ernest E.; Coates, Robert H.; and Knox, Alan B. "Common Concerns: The Position of the Adult Education Association of the U.S.A." *Adult Education Journal,* 18:3 (1968) pp. 197-213.

Fifteen interrelated concerns of adult education are identified. They are: (1) agencies of adult education, (2) adult education and the process of continuing change, (3) the American adult as a learner, (4) objectives of adult education programs, (5) learning experiences especially for adults, (6) evaluation to improve program effectiveness, (7) public understanding of adult education, (8) professionalization and staff development, (9) appropriate facilities, (10) relations among adult education agencies, (11) relations with other agencies, (12) financing adult education, (13) a body of professional knowledge, (14) research, (15) international adult education. For each concern a statement of the present situation, a list of goals and a platform statement of the AEA of the U.S.A. is given.

Midwest Regional Continuing Education Meeting. Department of Library Science. Wayne State University, November 5, 1971, 6 p.

Representatives of Midwest state libraries, state library associations, and ALA-accredited library schools were invited by Wayne State University to discuss the feasibility of a long-range, regional program of continuing education for librarians in all types of libraries. This report summarizes the findings of the participants.

Neufeld, John. [letter]. *Journal of Education for Librarianship,* 6 (Fall 1965) pp. 144-147.

In proposing any program of continuing education for librarians, the author is concerned that bureaucratic controls will be superimposed on the profession so that the specter of compulsory or quasi-compulsory adult education for the librarian will result. Since the librarian has graduated from a formal library school program he has learned the means to find the information he wants.

"New Directions in Staff Development; Moving from Ideas to Action; the *Papers of a One-Day Conference Held in Detroit, Michigan, 28 June 1970,* Sponsored by the Staff Development Committee, Personnel Administration Section/LAD, Am. Lib. Assoc." Ed. by E. W. Stone, American Library Association, 1971. 66 p.

The papers presented in this one-day conference stress three points: (1) that continuing personnel development is an important commitment librarianship must face; (2) that in librarianship we are a long way from realizing the potential represented by the human resources now employed in libraries; and, (3) that the American Library Association has a role in personnel development and should emphatically foster continuing education of its membership. Topics include, "Planning for a Statewide Continuing Professional Education Program," "Participative Management in Libraries," and "Incentives and Motivation for Staff Development."

Newson, H. E. "Continuing Education for Librarians." In: *Education for Librarianship.* Papers presented at a workshop, University of Alberta, School of Library Science, University of Alberta, 1970. pp. 42-53.

No librarian should feel his education is complete when he has received his basic professional degree. Technological advances and changes in the social structure mean librarians must also change. Professional renewal may be reached by courses in librarianship on an advanced level, courses in subject fields, extensive workshops, conferences, travel and observation, and professional literature.

Ohliger, John. *The Mass Media in Adult Education: A Review of Recent Literature.* Occasional Paper no. 18, Syracuse University, ERIC Clearinghouse on Adult Education, 1968. 123 p.

This occasional paper surveys recent writing on the use of communication and print media in adult education. Included is an annotated bibliography. A section is devoted to continuing professional education.

Reed, Sarah R. "Education Activities of Library Associations." *Drexel Library Quarterly,* 3 (October 1967) pp. 375-390.

Library associations have a continuing responsibility to see that quality library education programs are available in the area served and that members are encouraged to avail themselves of such opportunities. This article totals and describes the programs for continuing education sponsored by library associations in each state in a three-year period as well as describing programs of the national

library associations.

Reed, Sarah R. and Toye, Willie P., comps. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1965-66." United States Education Office. Library Services Branch, 33 p.

Rees, Alan M. and Rothenburg, L. "Analysis of the Demographic, Educational, and Employment Characteristics of Participants in the Continuing Education Program of the Medical Library Association." *Medical Library Association Bulletin*, 58 (April 1970) pp. 159-162.

A survey of the participants in the Continuing Education Program of the MLA reveals that most are college graduates with 50 percent holding library degrees. The population shows a high degree of geographic and job stability. Most participants hold positions which require supervision of several employees.

Schroeder, Wayne L. *Concerns about Adult Education*, 1968. 14 p. ED 023 982.

A national survey (1961-62) reveals that only one adult out of five participates annually in educative activities; the graduate's negative attitude toward education needs to be replaced by an appreciation of lifelong learning. Some weaknesses might be overcome through introduction of adult education programs in universities, as well as off-campus in-service training and degree programs and establishment of community councils for coordinating the various aspects of adult education. At present, the efforts of adult education agencies are fragmented and no one seems willing to assume a leadership role. Public agencies of adult education should have a system for continuous and reliable data collection, and broader and more balanced programs.

Simmons, B. S. "Professional Development." *Catholic Library World*, 43 (October 1971) pp. 79-82.

Since the period of formal training for librarians is brief, it is imperative that they be continually developing. Although no agency is assuming responsibility for planning, the individual librarian should be responsible for his own professional growth.

Sloane, Margaret N. *Continuing Education for Special Librarianship; Where Do We Go from Here?* Special Libraries Association, New York, New York, 1968. 62 p. ED 032 086.

During the three-hour planning session 125 representatives from twenty Special Libraries Association chapters discussed (1) the need for continuing education for special librarians, (2) the structure of continuing education, and (3) the content of continuing education.

Sloane, M. N. "Special Library Association Chapters and Continuing Education." *Special Libraries*, 58 (January 1967) pp. 24-26.

The primary responsibility for continuing education should be with the chapters. This can be accomplished through workshops and seminars co-sponsored, if desirable, with the local library schools in the area. The chapters are more flexible and are not constrained by funding and allocations as are government agencies, academic institutions, SLA Headquarters, and others. The practical workshop concerned with current problems is extremely beneficial.

Smith, Robert M.; Aker, George F.; and Kidd, J. R., editors. *Handbook of Adult Education*. New York, Macmillan Co., 1970. 594 p.

This handbook is directed to several audiences — to any interested person seeking information about adult education; to the part-time worker; to the professional worker, the scholar, and the graduate student in training. The paucity of data concerning the field of adult education as a whole and its various components means there are few reliable statistics. A section is devoted to professional associations and their impact on adult education, higher adult education, and professional continuing education.

Stone, Elizabeth W. "Administrators Fiddle While Employees Burn or Flee." *ALA Bulletin*, 63 (Feb. 1969) pp. 181-187.

The consensus of those librarians responding to a questionnaire on the effectiveness of library administrators indicated that administrators are trying to conduct library business with outdated methods. Recommended is an asset management approach which is concerned with the best allocation of resources. Four ways of motivating librarians toward self-development are also suggested.

—;Annual Meeting of the Association of American Library Schools for the Continuing Library Education

Network. Association of American Library Schools, Committee on Continuing Library Education, January 28, 1973.

A mini (four-hour) workshop was held in order to learn what is being done in other professions and disciplines regarding continuing professional education with the hope that some concepts and ideas might be applicable to the library profession.

————. "Continuing Education: Avenue to Adventure." *School Libraries*, 18 (Summer 1969) pp. 37-46.

Formally or informally, a school librarian must expect to continue his education for the duration of his professional life. The "adventurous" librarian: realizes his formal education is merely a stepping-stone, is a self-starter, has a disposition to innovation and experimentation, is willing to have his performance measured and evaluated. All these factors are dependent on continuing professional education.

————. *Factors Related to the Professional Development of Librarians*. Metuchen, New Jersey, The Scarecrow Press, 1969. 281 p.

This study was undertaken to determine some of the factors that motivate librarians to continue their professional development after receiving the master's degree in library science. Conversely, it also sought to identify some of the factors which might deter professional development activities. The findings showed a significant disparity between what the librarians were doing and what they thought they should be doing for maximum professional development. The entire sample seemed to regard activities that were somewhat informal and which provided social contacts with other professionals as more important.

————. "Librarians and Continuing Education." *Journal of Education for Librarianship*, 11 (Summer 1970) pp. 64-71.

A questionnaire was distributed to a random group of librarians assessing their motivation to participate in continuing education programs. Both encouraging and deterring factors are listed. Inability to meet the criteria of accessibility, convenience in timing, and support from supervisors will tend to keep the librarian from participating in the continuing education opportunity. Positive factors are: content of the program as related to the work process or to the jobs the librarian is doing; the opportunities for professional development need to be set forth and described so that librarians can ascertain if the activities are geared to meet their individual needs; and, long-range goals must be stated more clearly and should be implemented through joint planning by groups sharing responsibility in the area of continuing education.

————. "Quest for Expertise: a Librarian's Responsibility." *College and Research Libraries*, 32 (November 1971) pp. 432-441.

This article focuses attention on librarians to see what gaps exist between perceived importance and actual involvement in the area of the academic librarian's professional development and to develop action planning on the basis of the data. Two signs of a professional are the individual's continually seeking opportunities for development and further learning, and his realization that the main instrument or "tool" for him as a professional is himself and how creatively he can use his talents and training.

————. "Role of AALS in Lifetime Learning for Librarians." *Journal of Education for Librarianship*, 12 (Spring 1972) pp. 254-266.

The Study Committee on Continuing Education of the American Association of Library Schools saw its primary mission as delineating the role of AALS in continuing library education. The committee felt the need for concerted effort and coordination of all relevant groups, and attached to its report an appendix dealing with goals, criteria, and components relative to national planning for continuing library education. Library schools should begin work with professions outside of librarianship and AALS should develop means for practicing librarians to take any needed course in any geographic area at any time.

Sullivan, Peggy A., ed. "Staff Development: A Continuing Theme with Variations." *School Media Quarterly*, 1 (Spring 1973) pp. 179-200.

A series of four articles discusses the need for continuing education of school librarians. Focus is placed on the need for continual development of the professional librarian through pre-service curriculum and postgraduate work; a description of the MILE (Multimedia Individualized Learning Experience) in-service program at the Dubuque, Iowa community schools; the short-term institute as a vehicle for continuing education; and, the use of instruc-

tional media in in-service education of teachers.

Verner, Coolie, and others. *The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America*. Adult Education Association of U.S.A., Washington, D.C., Syracuse University, New York, ERIC Clearinghouse on Adult Education, 1970. 89 p. ED 041 180.

This literature review on the preparation of professional adult educators attempts to cover the leading areas of discussion and research as well as some of the more interesting conclusions reported. Six major preoccupations of research are outlined, followed by two chapters on adult education as a discipline and a profession, patterns of adult educational leadership, levels and categories of adult educators, and their learning needs. The document includes a 118 item bibliography.

Wallace, Everett M. and Katter, Robert V. *Research and Development of On-the-Job Training Courses for Library Personnel. Final Report.* System Development Corp., Santa Monica, California, 1969. 84 p. ED 032 085.

This report describes the results of a project to conduct research and to develop instructional materials for use in on-the-job training of professional and nonprofessional library personnel in scientific and technical libraries. This report reviews previous research, design, and development activities. One instructional package that was developed was directed to professional librarians and provided an introduction to system analysis.

Whipple, James B. *Community Service and Continuing Education: A Literature Review.* Occasional Papers, no. 21. Syracuse University, ERIC Clearinghouse on Adult Education, 1970. 76 p.

This volume analyzes literature in the ERIC Clearinghouse/AE dealing with Title I of the Higher Education Act of 1966; it includes ninety-two abstracts.

Wildman, Iris J. "Education: A Lifelong Process." *Law Library Journal*, 65 (May 1972) pp. 130-133.

This article concerns the need for law librarians to keep up with an ever-changing subject field. The role of the institute as a tool of continuing education in this area is discussed, as well as the necessity of the librarian's continued awareness of changes in classification, subject control, and reference tools.

Youngs, W. O. "Continuing Education for Librarianship." *PNLA Quarterly*, 29 (January 1965) pp. 122-126.

Since library school education prepares the young professional primarily for work on the beginning level, further training is needed to improve his abilities as subject specialist, cataloger, documents librarian, or whatever. Emphasized is on-the-job training and several examples are cited.

Zachert, M. J. K. and Stursa, M. L. "Continuing Education for Librarianship: Evaluation of SLA's 1969 Seminars." *Special Libraries*, 60 (November 1969) pp. 616-617.

The Special Library Association sponsored in 1969 seminars on personnel administration, planning the library facility, problem publications, and basic principles of management for its members. Questionnaires to the participants revealed that most preferred a depth study of narrow topics rather than a superficial coverage of broad topics. A majority indicated that they would be willing to pay the cost of attending similar seminars in the future.

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